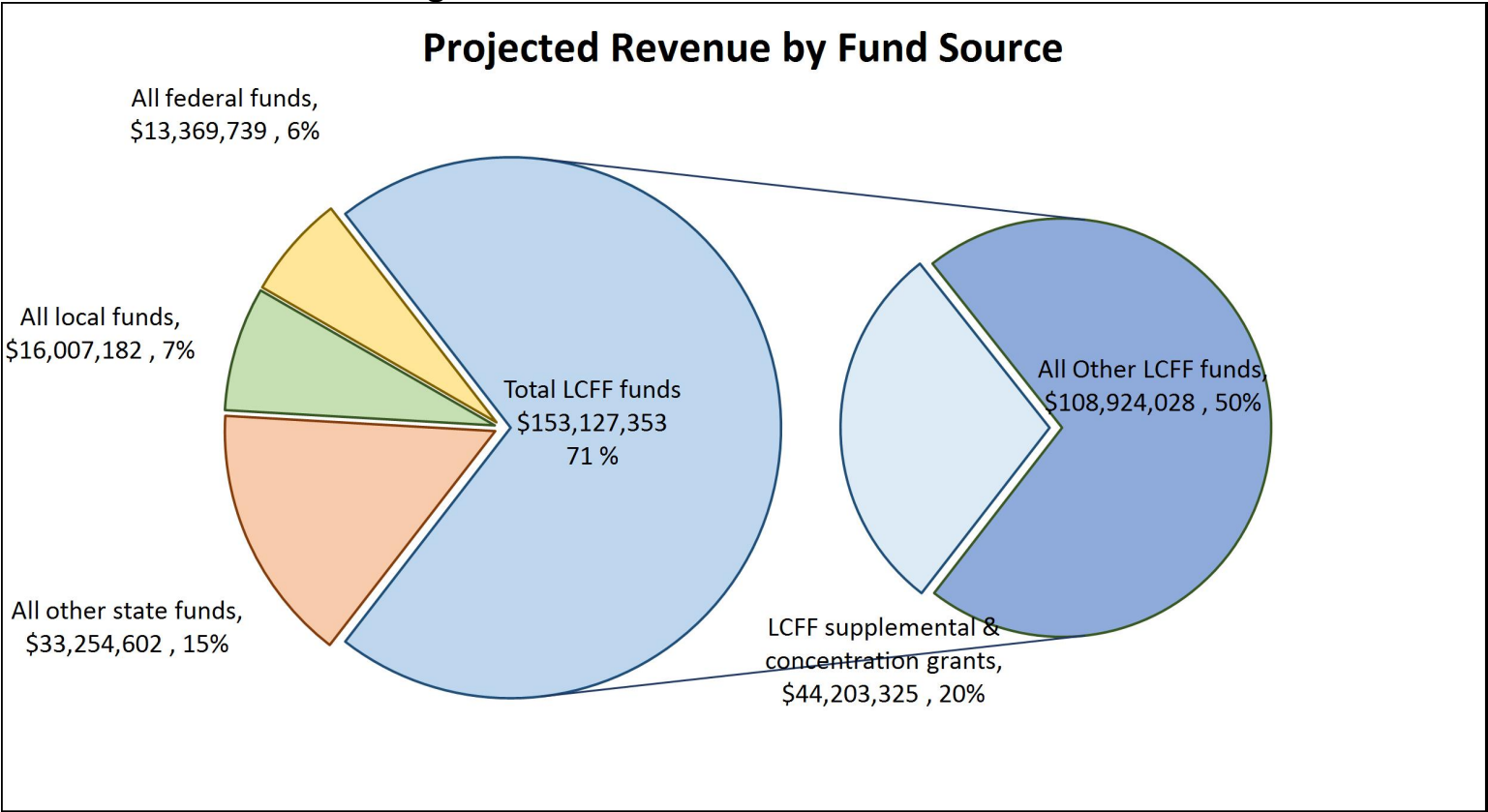


## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jacinto Unified School District  
CDS Code: 33672490000000  
School Year: 2025-26  
LEA contact information:  
Dr. Vanessa Gomez  
Director of Equity and Access  
vgomez@sanjacinto.k12.ca.us  
(951) 929-7700 x4314

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2025-26 School Year

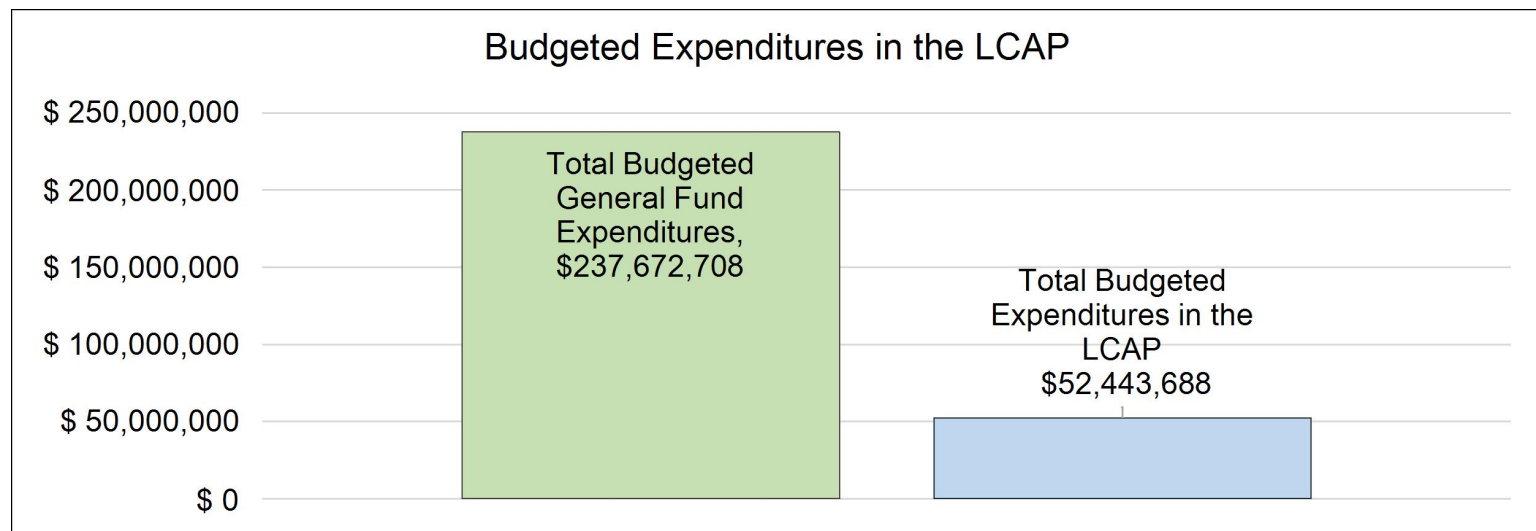


This chart shows the total general purpose revenue San Jacinto Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Jacinto Unified School District is \$215,758,876, of which \$153,127,353 is Local Control Funding Formula (LCFF), \$33254602 is other state funds, \$16,007,182 is local funds, and \$13,369,739 is federal funds. Of the \$153,127,353 in LCFF Funds, \$44,203,325 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Jacinto Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Jacinto Unified School District plans to spend \$237,672,708 for the 2025-26 school year. Of that amount, \$52,443,688 is tied to actions/services in the LCAP and \$185,229,020 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

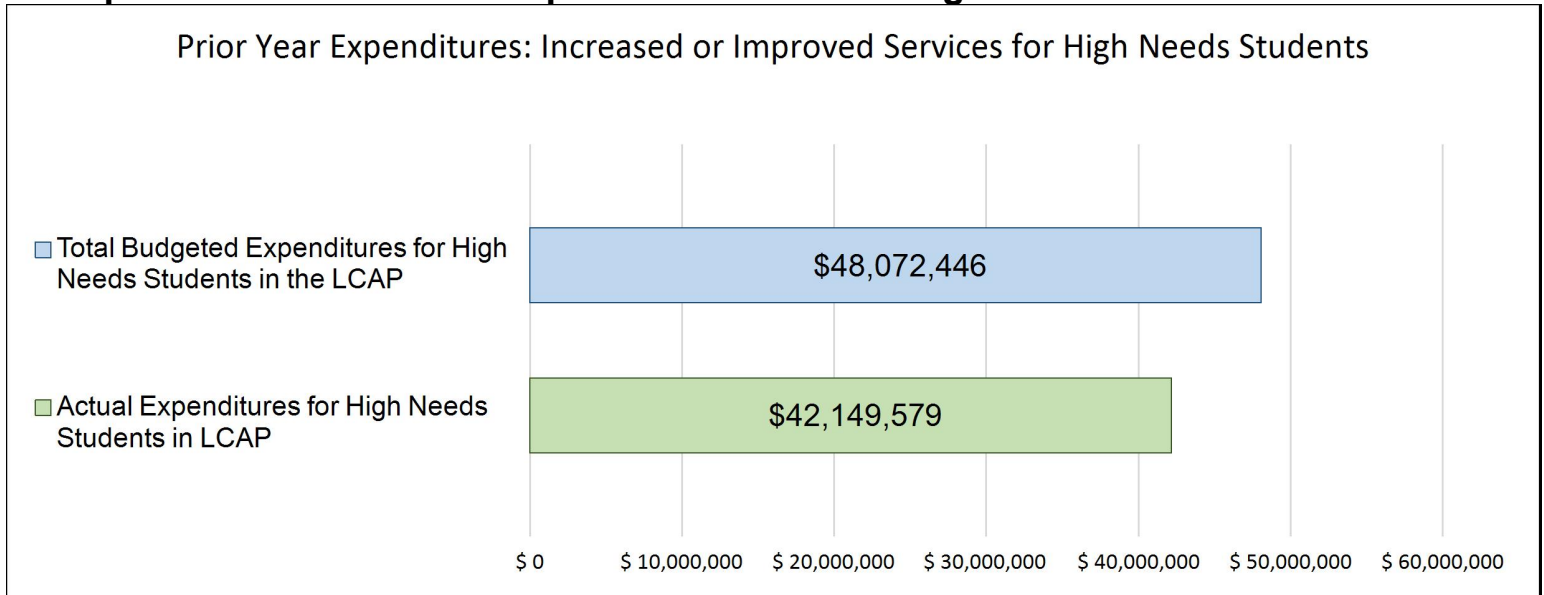
Core instructional program costs, administrative services costs, operational expenses including utilities, rents and leases, special education, guest teachers and staff expenses, insurance costs, other post-employment benefits, and fixed payroll costs including increases in the employer cost for PERS, STRS, as well as STRS on-behalf payments.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Jacinto Unified School District is projecting it will receive \$44,203,325 based on the enrollment of foster youth, English learner, and low-income students. San Jacinto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Jacinto Unified School District plans to spend \$46,550,638 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what San Jacinto Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Jacinto Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, San Jacinto Unified School District's LCAP budgeted \$48,072,446 for planned actions to increase or improve services for high needs students. San Jacinto Unified School District actually spent \$42,149,579 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$5,922,867 had the following impact on San Jacinto Unified School District's ability to increase or improve services for high needs students:

Many position vacancies as well as the use of other funds outside the LCAP impacted the total actual LCAP expenditures when compared to the total budgeted LCAP expenditures. These differences did not impact the overall increased or improved services for high needs students in 2024-25.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jacinto Unified School District	Dr. Vanessa Gomez Director of Equity and Access	vgomez@sanjacinto.k12.ca.us (951) 929-7700 x4314

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

San Jacinto Unified School District is located in San Jacinto, California which is approximately 85 miles east of Los Angeles and 90 miles north of San Diego. San Jacinto city has approximately 55, 515 residents, with a median household income of \$78281 (U.S Census).The district is comprised of 15 schools which include: six TK-5 schools, two TK-8 schools, two 6-8 middle schools, one 6-12 school, one comprehensive 9-12 high school, one new middle college high school, and two alternative schools. One of our TK-8 Schools is San Jacinto Technology Institute which is a virtual school and one of our TK-8 Schools is Edward Hyatt World Dual Language Academy. In the 2023-24 school year SJUSD opened San Jacinto Middle College Program. SJUSD has Universal Transitional Kindergarten at each of the elementary schools and six half-day State Preschool programs. Additionally, SJUSD has a community based adult transition program for students 18 to 22 years old and an adult education program. In the fall of 2025 SJUSD will be opening a new school called, Rose Salgado Elementary School. All schools follow a traditional calendar.

San Jacinto Unified School District is a diverse district that serves approximately 10,146 students (Schoolzilla, May 2025). The approximate demographic break down includes the following: 1% of students identify as American Indian, 1% as Asian and Pacific Islander, 8% African American, 79% Hispanic, 7% White, .5% Filipino, and 3% multiple ethnicities. Furthermore, approximately 90% of students are Socioeconomically Disadvantaged, with 17% English Learners, 16% Differently Abled students, 2% McKinney Vento/Homeless and 1% Foster Youth (Schoolzilla, 2025).

The mission of San Jacinto Unified School District is: SJUSD provides equity and access to ensure each and every student achieves high levels of learning while developing cultural responsiveness and social responsibility.

The vision of San Jacinto Unified School District is the following: SJUSD's safe, nurturing, transformative and equitable culture ensures each and every student graduates college and career-ready with a passion for learning, the motivation to live responsibly and the capacity to be problem solvers as they successfully navigate their unique futures.

SJUSD has a variety of specialized programs, such as, but not limited to, Leader in Me School, Middle Years International Baccalaureate program, high school International Baccalaureate program, Advanced Placement program, Building Assets and Reducing Risks (BARR) program, a wide range of Career Technical Education programs, Advancement Via Individual Achievement (AVID), Science, Technology, Engineering and Math (STEAM), a Middle College Program, a Puente Program, Junior Reserve Officer Training Corp (JROTC), Dual and Concurrent Enrollment with Mount San Jacinto College, and extracurricular activities such as instrumental/vocal music, athletics, and the performing arts.

A new funding source started in 2024-25 called the Equity Multiplier Funds. The eligibility criteria for these funds requires that schools have a non-stability rate (students moving in and out of school in a given year) of 25% or higher. In 2024-25 the schools in San Jacinto Unified School District that qualify for the equity multiplier funds included: Monte Vista Middle School (25.42% non-stability rate), Mountain Heights Academy (69.06% non-stability rate), Mountain View High School (74.3% non-stability rate), North Mountain Middle School (26.13% non-stability rate), San Jacinto Elementary School (26.6% non-stability rate), and San Jacinto Technology Institute (56.39% non-stability rate). The schools that qualified for Equity Multiplier Funds for the 2025-26 school year are the following: Mountain Heights Academy (56% non-stability rate), Mountain View High School (73% non-stability rate), Park Hill Elementary School (25% non-stability rate), San Jacinto Elementary School (29% non-stability rate), and San Jacinto Technology Institute (60% non-stability rate).

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### Successes:

In the 2024-25 school year SJUSD continued to work hard to strengthen their systems of support for students. Some of the SJUSD metrics are evidence that SJUSD is heading in the right direction. A review of the 2024 California Dashboard shows that although our district declined in English Language Arts by 3.5 points as measured by the percentage to students meeting grade level standards, we do see the percentage of students in grade 11 scoring a 4 (standard exceeded) increase by 2.9%, as reported on the Early Assessment Program (EAP). SJUSD maintained overall in mathematics as measured by the percentage of students meeting grade level standards and by the distance from standards. However, our internal data indicates growth over the past two years as measured by iReady at the middle of school year for students in grades 1-8. SJUSD also continues to reclassify nearly 100% of students determined eligible that score a 4 on the summative ELPAC. Based on the 2024 California Dashboard 29% of students were reported as "prepared" for College and Career Readiness which is a 2.4% decline.

According the 2024 California Dashboard SJUSD had a 8.3% decline in chronic absenteeism with an overall 24.1% chronic absenteeism rate and an increase of attendance for 2023-24 at 92.1%. As of end of April 2025, SJUSD had a 23.8% chronic absenteeism rate (Schoolzilla,

2025). SJUSD also maintained a 92.1% graduation rate for the class of 2024 and maintained suspension rates at 3.3% (CA Dashboard 2024). As of the end of April 2025 SJUSD has a 2.5% suspension rate, which is lower compared to the same time in 2024. In the fall of 2024 SJUSD also had an increase in elementary students having a favorable sense of belonging (66%) at school, which was a 3% increase compared to the previous year and secondary students had an increase of sense of belong by 4%, with 34% of secondary students responding favorable to having a sense of belonging at school. In 2023-24 all of SJUSD schools received the California State PBIS Awards. The following schools received the highest state award of Platinum: San Jacinto Leadership Academy, Park Hill Elementary School, Record Elementary School, De Anza Elementary, and Megan Cope Elementary School. The following schools received a gold award: Estudillo Elementary School, Monte Vista Middle School, Mountain View High School, North Mountain Middle School and San Jacinto High School. Edward World Language Academy, San Jacinto Elementary School and San Jacinto Technology Institute received silver awards. Although there is much work to do to strengthen our systems of behavior supports, school teams have made strides in implementing PBIS.

SJUSD also saw an increase in families feeling satisfied with their child's school experience in 2024-25 (96%), and in parents/guardians being asked or encouraged to participate in advisory groups or decision making at school, or district (89%) which is 7% higher than the previous year. Additionally 93% of family members responded favorably that the school provides them with information about programs and resources which is an increase from the previous year (Panorama Family Survey, Fall 2024). SJUSD is proud that they exited Differentiated Assistance for McKinney Vento students. SJUSD's McKinney Vento students showed a significant decrease in chronic absenteeism from 63.9% in 2023 to 41.5% in 2024 (CA Dashboard, 2024). In 2023-24 SJUSD's District's MTSS team worked collaboratively to develop a Quality First Instruction model that is designed support tier one instruction and support for social/emotional, behavior, and academics and in 2024-25 SJUSD continued to use this tool to ensure that Quality First Instruction practices are being utilized. SJUSD is excited to move into next school year to continue to strengthen tier one of the Multi-Tiered System of Supports.

SJUSD is also proud that in 2025 San Jacinto High School's BARR (Building Assets, Reducing Risks) program received the National BARR Accreditation in which SJHS the only high school in California to receive the award this year. Additionally, the American School Counselor Association awarded San Jacinto Leadership Academy's School Counseling Program the RAMP award for having a Recognized American School Counselor Model Program. Mountain View High School was also awarded the Model School Award sponsored by the California Department of Education in conjunction with the California Continuation Education Association. SJUSD was also awarded the California Model SARB award this year, one of of only 19 schools to do so.

#### Areas for Growth:

##### Differentiated Assistance Identification--

Based on the 2024 California School Dashboard data SJUSD continues to be identified as being in Differentiated Assistance (D.A) for Students With Disabilities due to Students With Disabilities scoring at the lowest performance level (red) in three areas. Students With Disabilities scored in the red for English Language Arts (-114.9 points below the standard), Mathematics (-147.5 points below the standard), and College and Career Indicators (6.5% prepared-very low performance). Through actions in SJUSD's LCAP Students With Disabilities will be provided additional targeted support in English Language Arts, Math, and College/Career indicators. School site leaders will continue to be provided additional support and coaching from district leaders to work on strengthening systems to support Students With Disabilities in the areas of academics, behavior, and social/emotional. Additionally, Teachers on Special Assignment will provide support and coaching to assist teachers in implementing Quality First Instruction inclusive of training on scaffolding and differentiation.



Student Groups in SJUSD that scored at the lowest performance level (red)--

Below are the student groups in SJUSD that performed at the lowest performance level (red) and the area according to the 2023 California Dashboard:

Academic Indicator:

English Language Arts--English Learners, Homeless Students, Students With Disabilities, and African American Students

Math--Socioeconomically Disadvantaged Students, English Learners, Foster Youth, Homeless Students, Students With Disabilities, African American, American Indian, and Hispanic

College and Career Indicator-Students With Disabilities

Pupil Engagement:

Chronic Absenteeism-Homeless Students and Asian Students

Below are the student groups in SJUSD that performed at the lowest performance level (red) and the area according to the 2024 California Dashboard:

Academic Indicator:

English Language Arts--English Learners, Long-Term English Learners, Foster Youth, Homeless Students, Students With Disabilities, American Indian Students and African American Students

Math--English Learners, Long-Term English Learners, Homeless Students, Socioeconomically Disadvantaged Students, Students With Disabilities, American Indian Students, Hispanic Students, and Multiple Race Students.

College and Career Indicators--Students With Disabilities--Students With Disabilities

Pupil Engagement:

Chronic Absenteeism-Pacific Islander

Below are the school sites in SJUSD that have been identified according the CA Dashboard (2023) for having lowest performance levels (red) on a specific data indicator:

San Jacinto High School

Academic Indicator: Math

Mountain View High School

Academic Indicator: English Language Arts, Math, College and Career Indicator

Mountain Heights Academy

Academic Indicator: College and Career Indicator

Park Hill Elementary School  
Academic Indicator: English Language Arts, Math

San Jacinto Elementary School  
Academic Indicator: English Language Arts, Math

Estudillo Elementary School  
Pupil Engagement: Chronic Absenteeism

De Anza Elementary School  
Academic Indicator: English Learner Progress Indicator (ELPI)

Megan Cope Elementary School  
Academic Indicator: English Learner Progress Indicator (ELPI)

San Jacinto Technology Institute  
Academic Indicator: English Learner Progress Indicator (ELPI)

Below are the school sites in SJUSD that have been identified according the CA Dashboard (2024) for having lowest performance levels (red)on a specific data indicator:

San Jacinto High School  
Academic Indicator: English Language Arts, Math

Mountain View High School  
Academic Indicator: English Language Arts, Math, College and Career Indicator

Mountain Heights Academy:  
Academic Indicator: College and Career Indicator

Monte Vista Middle School  
Academic Indicator: English Language Arts, Math

North Mountain Middle School  
Academic Indicator: Math

San Jacinto Technology Institute  
Pupil Engagement: Chronic Absenteeism

Park Hill Elementary School



Academic Indicator: English Language Arts, Math, English Learner Progress Indicator (ELPI)

Estudillo Elementary School

Academic Indicator: English Language Arts

Record Elementary School

Academic Indicator: English Learner Progress Indicator (ELPI)

Below are student groups with schools that performed at the lowest performance level(red) (CA Dashboard 2023):

San Jacinto High School

Academic Indicator:

English Language Arts-English Learners, Students With Disabilities, and African American students

Math--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, Hispanic students

Pupil Engagement:

Graduation Rates--Students With Disabilities

School Climate:

Suspension Rates--English Learners, Homeless students, American Indian students

SJHS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red.

Some of the actions include focusing on parent engagement via contracting services for Parent Institute for Quality Education (PIQE), providing professional development to implement the Eight Standards for Mathematical Practice and on differentiation practices. Additionally, professional development will be offered for English teachers to support the student groups in the red, focused targeted support/interventions for students struggling with behavior, and provide an intervention for SWD focused on foundational reading strategies

Mountain View High School

Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, Hispanic

Math-Socioeconomically Disadvantaged

College and Career Indicators--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, Homeless students, Hispanic students

MVHS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red.

Some of the actions include focusing on providing targeted support to in English Language Arts and math to student groups in the red by funding extra duty for staff to provide interventions/instruction. Through their Equity Multiplier funds MVHS will also be providing a new Film/Media CTE program and a pre-apprenticeship program.

Mountain Heights Academy

Academic Indicator:

College and Career Indicator--Socioeconomically Disadvantaged

MHA's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include focusing on providing targeted support in English Language Arts and math to student groups in the red by funding extra duty for staff to provide interventions/instruction, provide professional development for staff on using Ellevation platform to monitor English Learners, as well as engaging parents by providing workshops to support families. Through their Equity Multiplier funds MVHS will also be providing a new CTE program and a pre-apprenticeship program.

#### San Jacinto Leadership Academy

##### Academic Indicator:

##### Math--English Learners

SJLA's School Plan for Student Achievement (SPSA) for 2024-25 includes providing professional development to teachers on in strategies and scaffolds that support making meaning of text (through academic language and comprehension)targeting Long Term English Learner Students (LTEL) in 9th-12th grade (district adopted curriculum/platforms). Additionally, certificated staff will identify domain specific vocabulary in concepts procedures and create a peer tutoring model that supports domain specific language with LTELs.

#### Monte Vista Middle School

##### Academic Indicator:

##### English Language Arts--English Learners, Students With Disabilities

##### Math--English Learners

##### School Climate:

##### Suspensions--African American students

MVMS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include increasing parent/family engagement by providing i-Ready parent/guardian workshops that will provide iReday support resources for home use. In order to address the low performance of all students, with a focus on English Learners and Students with Disabilities, teachers will be trained on implementing scaffolds/differentiation to reteach standards. Additionally, teachers will be provided release time to participate in coaching cycles that focus on establishing routines for self-regulation, class expectations, and non-verbal cues. MVMS's Equity Multiplier funds will provide professional development for teachers on going deeper into content standard and provide a MTSS Teacher on Special Assignment to strengthen the behavior and social/emotional supports for students, specifically student groups in the red.

#### North Mountain Middle School

##### Academic Indicator:

##### English Language Arts--English Learners, African American students

##### Math-African American students

NMMS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include providing California Association for Bilingual Education (CABE) Family and Community Engagement workshops for parents/guardians, as well as providing after school support for English Learners that is focused on the writing domain to support reclassification. NMMS plans on offering professional development for math teachers focused on differentiation tool training through Edia platform. To address the need of the gradual release of responsibility, teachers will also be provided with professional development.

#### Record Elementary School

##### Academic Indicator:

English Language Arts--Students With Disabilities

##### Pupil Engagement:

Chronic Absenteeism--African American students

##### School Climate:

Suspensions--African American students

Record's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include providing professional development from iReady in the use of the ELA and Math Toolbox resources to scaffold learning for students, provide Strategy Share for families to increase collaboration with the site and families on instructional practices, and provide professional development for staff on how to implement Check In/Check Out for students who are chronically absent and/or struggling with behavior..

#### De Anza Elementary School

##### Academic Indicator:

English Language Arts--Students With Disabilities

English Learner Progress Indicator (ELPI) (School in Red for ELPI)

Math--Students With Disabilities

##### Pupil Engagement:

Chronic Absenteeism--Multiple Races

De Anza's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. In order to address the low performance of all students, with a focus on Students with Disabilities, Two or More Races, White, and English Learners, 1st and 2nd grade teachers will receive extra duty pay to attend professional development focused on implementing the word chains strategy to effectively and explicitly teach phonics to support reading. Teachers will also receive release time to participate in modeling/coaching and receive feedback of the strategy. In order to address the low performance of all students, with a focus on Students with Disabilities, Two or More Races, White, and English Learners, 3rd-5th grade teachers will receive professional development focused on vocabulary development through the Words to Know instructional routine to effectively increase word knowledge to improve reading comprehension. In order to address the low performance of all students, with a focus on Students with Disabilities, White, and English Learners, teachers will receive additional professional development on the Read, Write, Draw math strategy to teach number sense. In order to address the low performance of all English Language Learners, with a focus on our ARLETs, designated ELD teachers will be provided with release time to observe and receive feedback and coaching, focused on using text reconstruction during designated ELD with a focus on summary writing skills. Additionally the site will provide additional funding to staff to provide attendance interventions for students who are chronically absent.

#### Estudillo Elementary School

##### Academic Indicator:

English Language Arts--English Learners, Students With Disabilities

Math--Students With Disabilities

##### Pupil Engagement:

Chronic Absenteeism--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, African American Students, White Students

Estudillo's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include provide professional development for 3rd-5th grade teachers on engaging students in mathematics learning, provide funding to support the implementation of a math parent night, a parent night for English Learners including Long Term English Learners to provided an overview of strategies to continue Language acquisition, and an attendance night aimed at students who are in the red for chronic absenteeism. Additionally, the plan includes providing teachers two days of professional development provided by the EL Department that focuses on integrated and designated ELD strategies to improve vocabulary development. Check in - Check out system will be implemented to support student groups in the red for chronic absenteeism.

Megan Cope Elementary School

Academic Indicator:

English Language Arts--Students With Disabilities

English Learner Progress Indicator (ELPI) (School in Red for ELPI)

Pupil Engagement:

Chronic Absenteeism--White students

Megan Cope's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. To address the low performance of English Learners and Students With Disabilities in the domain of reading comprehension, Megan Cope Elementary will provide 2 days of professional development by Corwin Consultant for 28 teachers, in grades K-5 and SAI Teachers, Teachers will receive professional development in text dependent questions that pertain to: general understanding, key details, and vocabulary and text structure. This will be done through the coaching cycle (lesson design, modeling, observing, and feedback). To address the low performance of SWD, EL, SED, and HIS students in Math, 6 hours (2 hours/each trimester) of extra duty time will be provided to four 4th grade teachers and 1 SAI teacher to receive additional coaching through co-planning, modeling, and feedback in an effort to build the capacity of the implementation of the 3 reads strategy to improve 4th grade student's problem solving skills. To address chronic absenteeism for white students extra duty will be paid to a staff member to provide weekly check ins with parents of students who are chronically absent. Additionally to improve parent engagement the SPSA includes providing Parent Institute for Quality Engagement.

Park Hill Elementary School

Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, African American Students, Hispanic Students

Math--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, Hispanic Students

School Climate:

Suspensions--Student With Disabilities, Multiple Races

Park Hill's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Park Hill Elementary will provide teachers in Kindergarten-5th, 3 half days each of release time each trimester to co-plan, model, and provide feedback on the text reconstruction strategy and other identified math strategies through core content to support vocabulary development. Provide modeling of comprehension strategy using African American literature to help improve ELA for African American students. To address the needs of the LTEL and ARTEL students, Park Hill will provide 4 teachers release time to co-plan, model and provide feedback on test reconstruction strategy during designated ELD time. In order to decrease chronic absenteeism and suspension rates, Park Hill

Elementary will build a parent leadership team, with representatives from designated disproportionate students groups, to develop capacity in communicating attendance and behavior expectations. We will provide training costs for 3 parents and 3 school staff to participate in professional development from Family Leadership, Inc., on parent leadership. Implementation data will be measured by parent participation in parent led workshops.

#### San Jacinto Elementary School

##### Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, English Learners, Students With Disabilities and Hispanic

Math--Socioeconomically Disadvantaged, English Learners, Students With Disabilities and Hispanic

##### School Climate:

Suspensions: Students With Disabilities, African American students

SJE's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. In order to address the needs of all students, focusing on AA and SWD, release time will provide for teachers to participate in a coaching cycle focusing on the implementation of the Cognitive Content Dictionary Strategy to improve vocabulary development. In order to address the needs of all students, focusing on AA and SWD, 2 days of release time will provide for teachers to participate in a coaching cycle focusing on the implementation of math PD. To address the need of English learners, forced on ARLETs, release time will be provided to attend a training that will focus on using data from iReady and additional resources to improve vocabulary development and how those resources can be used during designated ELD. SJE will also implement Check In/Check Out to support students struggling with behavior.

#### San Jacinto Technology Institute

Academic Indicator: English Learner Progress Indicator (ELPI) (School in Red for ELPI)

SJTI's School Plan for Student Achievement (SPSA) for 2024-25 includes providing professional development on Specific Strategies of Discussion Round Table (DRT) and Text Rendering (TR) as part of the first read in Close Reading for vocabulary instruction and comprehension of grade level text. Provide professional development for teachers to target academic vocabulary in mathematics through Ellevation Math for ELL's to effectively support English Language Learners and Students with Disabilities. To support students with content outside of school hours, provide 24/7 tutoring through "Paper Tutoring"

Below are student groups with schools that performed at the lowest performance level(red) (CA Dashboard 2024):

#### San Jacinto High School

##### Academic Indicator:

English Language Arts-English Learners, Long-Term English Learners, Students With Disabilities, Socioeconomically Disadvantaged Students, Hispanic Students, and African American students

Math--Socioeconomically Disadvantaged, African American,, Students With Disabilities, and Hispanic students

English Learner Progress Indicator (ELPI)-Long-Term English Learners

##### School Climate:

Suspension Rates--African American Students

SJHS's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in the red: provide professional development days to ELD teachers and to 9th grade English teachers focused on the areas of scaffolding and differentiation in reading and student collaboration for English Learners and Students With Disabilities. Academic interventions will be

provided during the Saturday Academy aimed at supporting Students With Disabilities, extra duty will be provided for English teachers and math teachers to provide tutoring for student groups that are in the red. Math teachers will be provided the opportunity to receive training on differentiation tools using the EDIA platform. The Parent Institute for Quality Education will be funded to provide parent classes in Spanish to build parent advocacy skills for their English Learner students. To address the suspension rates for African American students extra duty will be paid to a staff member to provide targeted support to students struggling with behavior and student workshops will be implemented through Breaking Barriers United.

#### Mountain View High School

##### Academic Indicator:

College and Career Indicators--Long-Term English Learners, Hispanic Students, Socioeconomically Disadvantaged, English Learners, and Students With Disabilities

MVHS's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: MVHS will provide registered pre-apprenticeship required curriculum, contracts, field experience. Students will have access a registered pre-apprenticeship that meets College and Career Indicator standards. The school will offer field trips to College Campuses and Vocational Training Programs. MVHS will contract with James Hayes to identify and coordinate the creation of an additional registered pre-apprenticeship with a focus on nursery/gardening/horticulture/sustainable practices. MVHS will undergo an educational audit to identify areas of strength and need through the National Center for School Transformation. The effectiveness of this action will be measured by an increase in students graduating college/career ready 2026.

#### Mountain Heights Academy

##### Academic Indicator:

College and Career Indicators- Hispanic Students and Socioeconomically Disadvantaged Students

MHA's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: MHA will provide a registered pre-apprenticeship required curriculum, contracts, field experience, supplies. Students will have a registered pre-apprenticeship that meets College and Career Indicator standards. The effectiveness of this action will be measured by an increase in students graduating college/career ready via the 2026 CA Dashboard.

#### Monte Vista Middle School

##### Academic Indicator:

English Language Arts-White Students, Hispanic Students, Socioeconomically Disadvantaged Students, African American Students, English Learners, and Long-Term English Learners

##### School Climate:

Suspension Rates--Homeless Students

MVMS's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: Two 6th grade teachers will implement a Phonics for Reading curriculum along with specific reading and writing to reteach foundational skills. A two day in person professional development with EDIA will be provided for teachers to learn about the differentiation tool. This training will help to identify students who need intensive intervention. Math teachers will be provided training on instructional routines designed to support



English Learners. To address behavior, identified staff will be paid extra duty to provide engagement activities, home visits, and parent engagement.

#### North Mountain Middle School

##### Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged Students, English Learners, and Students With Disabilities

Math-Long-Term English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, English Learners, African American Students, and Students With Disabilities

##### School Climate:

Suspension Rate--White Students

NMMS's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: iReady Phonics for Reading intervention program will be provided to students who need targeted support with phonics and decoding. English Language Arts teachers, Educational Specialists and ELD teachers will have access to the program to support Students With Disabilities, English Learners, and student groups in the red and orange performance levels. Professional development on the iReady Phonics program will be provided to the teachers. The SPSA plan also includes a parent/guardian workshop to teach parents/guardians about the program. Math teachers will receive a two day training on the Edia differentiation tool to help support differentiation in math. This training will help teachers to identify students who are in need of intensive intervention and provide personalized assignments for targeted small group instruction. To address the suspension rates extra duty will be provided for teachers to provide restorative student mediations during their prep periods.

#### Record Elementary School

##### Academic Indicator:

English Learner Progress Indicator (ELPI)-English Learners

Record's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: release time will be provided for teachers to attend professional development on integrating Language objectives, using Learning intentions, and in using Thinking Maps to build on and expand the use of accountable talk frames to support student writing in order to focus on content concepts and the use of content-specific language in student writing.

#### DeAnza Elementary School

##### Academic Indicator:

English Language Arts-English Learners

DeAnza's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: To support English Learners in reading, vocabulary, and number sense, DeAnza's 1st-5th grade teachers will receive additional professional development in the CCD routine. Teachers will also receive release time to respond to data from i-Ready in tiered support with phonics instruction and number sense.

#### Estudillo Elementary School

##### Academic Indicator:

English Language Arts--Hispanic Students, Socioeconomically Disadvantaged Students, English Learners, and Students With Disabilities

Math-English Learners and Students With Disabilities

Estudillo's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: Support English Learners in reading, vocabulary, and number sense, Estudillo's 4th-5th-grade teachers will receive additional professional development. Teachers will also receive release time to respond to data from i-Ready in tiered support with phonics instruction and number sense.

#### Megan Cope Elementary School

##### Academic Indicator:

English Language Arts-African American Students and Students With Disabilities

Math-Students With Disabilities

Megan Cope's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: To support the progress of African American Students and Students with Disabilities in ELA, specifically in vocabulary and reading comprehension, MCE will provide 3 full days of professional development from a literacy consultant to 5th-grade teachers and 1 SAI teacher to support the implementation of the close reading strategy. To enhance the performance of Students With Disabilities in Math especially in Number Sense and algebraic thinking, four 2nd grade teachers will be provided with 3 half days of release time to interpret instruction grouping 2 in iReady data, place students in groups, and identify instructional strategies and resources to support the instructional grouping 2 through PD provided by the district TOSA.

#### Park Hill Elementary School

##### Academic Indicator:

English Language Arts-Hispanic Students, Socioeconomically Disadvantaged Students, African American Students, and Students With Disabilities

Math-Hispanic Students, Socioeconomically Disadvantaged Students, English Learners, Students With Disabilities

##### Pupil Engagement:

Chronic Absenteeism--White Students

##### School Climate:

Suspensions-White Students

Park Hill's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: Park Hill will provide release time to 2nd-5th grade teachers to support our student groups in red (EL, Hispanic, SED, AA, SWD) so that teachers can respond to the data from i-ready with tiered support for both phonics, and number sense. To support students in the red groups (Hispanic, SED, EL, SWD) in math, we will provide 3 PLCs for grades 2-4 facilitated by Eureka Squared Consultants on how to use manipulatives to support differentiation.

#### San Jacinto Elementary School

##### Academic Indicator:

Math--Hispanic Students and Socioeconomically Disadvantaged Students

##### Pupil Engagement:

Chronic Absenteeism--Students With Disabilities

SJE's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: Provide a literacy event for families to enable parents/families to participate in the Latino Literacy Project, provide coaching and professional development for teachers on teaching number sense and operations (Algebraic Thinking) and training on tier 2 math support interventions

using iReady, the SPSA plan includes provide coaching and training to 4th grade teachers, 5th grade teachers, and BRIDGES teacher on word analysis, and provide 4 CABE Sessions for Parents focused on Helping Students Achieve Academic Success in Today's Reality.

San Jacinto Technology Institute

Pupil Engagement:

Chronic Absenteeism--English Learners, African American Students, Students With Disabilities, and Socioeconomically Disadvantaged Students

SJTI's 2025-26 School Plan for Student Achievement (SPSA) includes the following actions to address the student groups in red: SJTI will provide parents with resources to help improve their child's attendance, including the book "Getting Your Child Back to School." Students with positive attendance each month will receive monthly incentives in the form of post cards and a chance to win attendance prizes each quarter. For students struggling with attendance or engagement, SJTI will create a plan to provide re-engagement support and help them get back on track.

SJUSD will address the identified needs of the above student groups, and/or schools through focusing on the three LCAP goals. Goal 1-- Academic Performance: In order increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency. Based upon using improvement science to determine how to best support students, student groups, and school sites that are in the red (lowest performance level) one of the primary drivers leading to the above data is that students experience inconsistent instruction, therefore goal one's focus on continuous improvement is embedded with the Multi-Tiered System of Supports framework, focusing on improving consistency in quality first instruction. SJUSD will provide support by providing supplemental instructional materials and resources that extend core adoptions and improve Quality First Instruction. SJUSD will enhance professional development opportunities for teachers to improve implementation of evidenced based strategies'. Additionally SJUSD will strengthen systems to monitor the implementation of evidence based strategies and measure student progress, and utilize data to implement a tiered system of supplemental and intensive supports within Quality First Instruction to address the individual needs of designated students groups identified as under performing. Goal 1 will continue to specifically focus on developing a districtwide literacy plan based on the "Science of Reading." The Science of Reading focuses on phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. SJUSD's K-2nd grade instructional focus will be on developing foundational skills (print concepts, phonological awareness, phonics and word recognition, fluency, foundational skills for English Learners) and meaning making. 3rd-5th grade instructional focus will be meaning making with complex text and content knowledge-language. In 2025-26 SJUSD will hire 8 MTSS Specialist positions designed to focus on tiered literacy support at the elementary level.

Goal 2- Engagement: Engage students and parents/guardians by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued and empowered to succeed academically, socially, and emotionally. By fostering a positive school culture/climate that is safe, culturally responsive and fosters supportive relationships, engages parents/families goal 2 will provide a Multi-Tiered System of support for social/emotional and behavior. School leaders who have student groups in the red will be provided additional coaching and support on how to increase metrics in goal 2 (chronic absenteeism, student connectedness, behavior, graduation rates). This action will enable supplemental and targeted support to student groups in the red, as well as provide a comprehensive parent/family engagement plan, a Multi-Tiered attendance plan, tiered approaches to supporting behavior and ensuring that each site has what they need to implement their school safety plans.

Goal 3--Conditions for Learning-SJUSD will maintain high quality staff, facilities, and access to a broad course of study. This action will support school sites and student groups in the red by providing access to 21st century materials , providing coaching, professional development and support to new teachers, and providing access to standard materials.

By focusing on these goal, utilizing a Multi-Tiered System of Supports framework that address the whole child (academic, behavior, and social-emotional) and focusing on Quality First Instruction (QFI) which addresses the social/emotional, behavior, and academic domains in the classroom (tier 1) SJUSD is confident that they will see growth in student performance indicators.

SJUSD does not have unexpended LREBG funds.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

San Jacinto Unified School District's (SJUSD) Students With Disabilities (SWD) group continues to be eligible for Differentiated Assistance due to persistently low performance outcomes in English Language Arts, Mathematics, and College and Career Indicators. According to the 2023 California School Dashboard, Students With Disabilities scored 113.3 points below the grade-level standard on the statewide assessment for English Language Arts and 150.3 points below in Mathematics. Only 7.8% of Students With Disabilities were considered College and Career Ready. Additionally, 5.7% of Students With Disabilities were suspended at least once, compared to an overall district suspension rate of 3.1% (CA School Dashboard, 2023).

Based on the 2024 Dashboard, outcomes remained largely static, with Students With Disabilities scoring -114.9 points below standard in English Language Arts, -147.5 points in Mathematics, and only 6.5% meeting the College and Career Readiness benchmark. There was, however, a modest improvement in suspension rates (5.1%) and a slight reduction in chronic absenteeism to 30.3%, though these rates remain unacceptably high and require ongoing intervention.

In response, district leaders and site administrators have remained focused on examining how district systems support Students With Disabilities, with a concentrated effort on strengthening Multi-Tiered Systems of Support (MTSS). Over the past four years, district and site leaders have engaged in professional learning centered on improvement science, examining site-level systems of support and the special education referral process.

During the 2021–22 and 2022–23 school years, SJUSD, in partnership with the Riverside County SELPA, conducted a District Systems Investigation. This included identifying root causes, primary drivers, and change ideas, ultimately resulting in a three-year Compliance and Improvement Monitoring (CIM) Plan. Implementation of this plan began in 2023–24 and will continue through 2026, with clear benchmarks and accountability structures in place.

In 2023–24, the District Leader MTSS Team also participated in CIM Technical Assistance led by Placer County Office of Education. This partnership aimed to increase collective efficacy across leadership, strengthen MTSS implementation fidelity, and equip principals with tools to lead improvement efforts for Students With Disabilities. As part of this work, the MTSS team developed and launched the Quality First Instruction Fidelity Tool to support school leaders in ensuring Tier 1 instructional quality across academic, behavioral, and social-emotional

domains. Implementing this tool has helped guide professional development priorities, with a 2025–26 focus on differentiation and scaffolding strategies to meet the diverse needs of all learners, particularly Students With Disabilities.

Also in 2024–25, in collaboration with RCOE and SELPA, district leaders conducted classroom walkthroughs across elementary schools. These revealed inconsistent use of adopted core curriculum materials. In response, each site established SMART goals targeting improved curriculum fidelity. As a result, core curriculum usage increased districtwide.

In 2025–26, the LCAP will fund eight MTSS Specialists assigned to elementary schools. These specialists will lead the implementation of a tiered literacy support plan to ensure every student receives instruction aligned to need and progress monitoring data.

SJUSD will continue to fund key positions that support Students With Disabilities, including:

- Transition Specialist – supports students in developing and completing post-secondary education and career plans

- Special Education Coordinators – provide ongoing leadership, compliance support, and guidance at school sites

- Teachers on Special Assignment (TOSAs) – coach general and special education teachers in inclusive strategies, accommodations, and behavioral supports

As part of the California Department of Education’s Quality Assurance Process, SJUSD continues to monitor progress across State Performance Plan Indicators, ensuring alignment with federal and state mandates to improve outcomes for Students With Disabilities. In addition, SJUSD was previously identified for CIM due to a disproportionate identification of African American students under the eligibility category of Emotional Disturbance (ED). With targeted supports and technical assistance from a state-identified provider, the district has shown marked improvement for two consecutive years in the Annual Determination Review. Specifically, the district moved from Intensive Level 1 (2022) to Targeted Level 3 (2023) and Targeted Level 2 (2024), as measured across 14 compliance and performance indicators. Notably, there has been improvement in Least Restrictive Environment (LRE) data, with the percentage of Students With Disabilities spending 80% or more of their day in general education increasing from 60.36% (2021–22) to 62.4% (2022–23). In 2025–26, SJUSD has realigned its special education program structure to prioritize educating Students With Disabilities in their home schools. This has promoted increased access to the general education environment, fostered inclusive practices, and helped build stronger school communities.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Mountain View High School is currently eligible for Comprehensive Support and Improvement for performing in the lowest performance level (red) on the California School Dashboard for English Language Arts, Math, and College and Career Indicators.



## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The San Jacinto Unified School District leaders supported Mountain View High School (MVHS) in developing a CSI plan grounded in a school-level needs assessment and root cause analysis. Although the school was identified based on the College and Career Indicator (CCI), the root cause analysis revealed broader instructional and equity gaps in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Based on the needs assessment and root cause analysis the resource inequities and opportunity gaps included limited access to standards-aligned curriculum, inadequate intervention systems, and high rates of out-of-field teacher assignments. The district supported the identification of resource inequities by conducting walk throughs of classrooms using the Quality First Instruction tool and providing feedback. ALAS training was provided to Mt. View High School teachers and SJUSD's ELD team provided support to the teachers. The district assisted the principal by providing regular check in meetings which included a review of data, progress monitoring of CCI and planning for next steps related to increasing College and Career Indicators. Additionally, SJUSD's Human Resource department and Educational services team investigated the out of field teacher assignments and developed a plan to get the out of field teacher in the proper assignments. District-level support also included collaborative planning sessions with the District Secondary Curriculum Director, the State and Federal Programs Director, and a Riverside County Office of Education (RCOE) Assessment and Accountability and Continuous Improvement administrator. These partners provided technical assistance in identifying evidence-based interventions, aligning the plan to district LCAP goals, and reviewing equity-focused resource allocations. The school engaged in a comprehensive educational partner feedback process, including eight School Site Council (SSC) meetings and eight English Learner Advisory Committee (ELAC) meetings throughout the year. These groups contributed feedback on plan priorities, recommended interventions, and approved updates to the School Plan for Student Achievement (SPSA), which serves as the CSI plan.

The resulting CSI plan included goals and actions across four key areas:

- ELA: Deployment of multilingual paraprofessionals for in-class support and a temporary Instructional Coach/TOSA to implement Quality First Instruction (QFI) and deliver teacher coaching and after-hours professional development.

- Math: Staff training on Edmentum accommodations and UC Doorways alignment, establishment of a seat-based Math Lab, and site visits to high-performing continuation schools.

- ELD: GLAD training, planning time with release days, ongoing support from contracted RCOE coaches (including observations and personalized professional learning), and paraprofessional support in core classes.

- College and Career: Field trips to colleges and vocational programs, consulting with the National Center for School Transformation (including a school audit and leadership coaching), training on course code and student scheduling systems, and development of a registered pre-apprenticeship program in sustainable horticulture. Professional development also included coaching and college/career readiness training for site leaders and instructional staff.

These interventions were designed to address systemic inequities and build capacity for long-term improvement. In the 2025-26 school year SJUSD's NET Teachers On Special Assignment will also offer coaching and support to teachers as well as continued GLAD training.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The San Jacinto Unified School District will monitor and evaluate the implementation and effectiveness of MVHS's CSI plan using a multi-tiered approach involving site, district, and county-level oversight. Implementation fidelity will be tracked through instructional walkthroughs, coaching logs, training attendance, monthly principal check ins to review plan and data, as well as educational partner meeting minutes.



Effectiveness will be measured through analysis of key data sources, including:

- Quality First Instruction (QFI) rubrics
- Formative assessment data (e.g., NWEA MAP for ELA/Math)
- College and Career Indicator (CCI) metrics
- Number of students enrolled in and completing the Pre-Apprenticeship Program.
- English Learner Progress Indicator (ELPI)
- Master schedule and course code audits

Student work samples and survey data (pre/post, where applicable)

The District's Educational Services Department will support the site in analyzing these data quarterly and making course corrections as needed. SSC and ELAC will continue to play key roles in reviewing progress and advising on plan updates. Collaboration with RCOE will provide an external lens to evaluate coaching impact and ensure instructional shifts are meeting student needs. These processes will help ensure continuous improvement and alignment with the LEA's broader LCAP goals focused on academic performance, engagement, and equitable learning conditions.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Certificated and Classified Staff	<p>-2 Virtual Town Halls were offered to all staff on January 30, 2025 and on April 16, 2025. The content for this meeting included a review of the district/board priorities, which is inclusive of the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</p> <p>-1 Wellness Staff Survey administered in November 2024-The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</p> <p>-1 LCAP Staff Survey administered in March 2025-The survey gathered staff feedback regarding the LCAP goals.</p> <p>Feedback from the above activities were documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate into the LCAP.</p>
Parents/Guardians/Families	<p>-2 Virtual Town Halls were offered to parents on January 30, 2025 and on April 16, 2025. The content for this meeting included a review of the district/board priorities, which is inclusive of the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</p> <p>-3 Parent/Family LCAP Advisory Councils were held on February 12, 2025, March 26, 2025, and April 23, 2025. This group was made up of 2 parent/guardians from each school site, and parent leaders from each of our advisory councils (DELAC, African American Advisory Council, Special Education Advisory Council, Native American</p>

Educational Partner(s)	Process for Engagement
	<p>Advisory Council, and Foster/McKinney Vento Advisory Council). The content for these meetings included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a review of action items and metrics for each goal. Student group data pertaining to each goal was reviewed. Participants were provided time to ask questions and provide feedback.</p> <ul style="list-style-type: none"> <li>-2 Family/Parent Surveys were administered in the Fall of 2024 and during the Spring of 2025. The survey content was focused on parent engagement and LCAP goals. Families and parents of unduplicated students and Students With Disabilities completed this survey.</li> <li>-1 LCAP presentation and feedback session were held for the Special Education Advisory Council on April 17, 2025. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</li> <li>-1 LCAP presentation and feedback session were held for the Native American Advisory Council on April 24, 2025. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</li> <li>-1 LCAP presentation and feedback session were held for the District Advisory Council on February 6, 2025. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</li> <li>-1 LCAP Update/Proposal presentation was held for the District Advisory Council on May 20, 2025. The content of the presentation included a review of the proposed 2025-26 LCAP Goals and actions.</li> <li>-1 LCAP presentation and feedback session were held for the District English Language Advisory Council on March 27, 2025. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</li> <li>-1 LCAP Update/Proposal presentation was held for the District English Language Advisory Council on May 14, 2025. The content of the presentation included a review of the proposed 2025-26 LCAP Goals and actions.</li> </ul> <p><b>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</b></p>

Educational Partner(s)	Process for Engagement
Community Partners	<p>-2 Virtual Town Halls were offered to parents on January 30, 2025 and on April 16, 2025. The content for these meetings included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</p> <p>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</p>
Management (Certificated/Classified)	<p>-1 LCAP Staff Survey administered in March 2025. The survey gathered staff feedback regarding the LCAP goals.</p> <p>-1 LCAP presentation and feedback session was held on March 4, 2025 . The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</p> <p>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</p>
Union Leaders	<p>-2 Virtual Town Halls were offered to all staff on January 30, 2025 and on April 16, 2025. The content for these meetings included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</p> <p>-1 Wellness Staff Survey administered in November 2024. The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</p> <p>-1 LCAP Staff Survey administered in March 2025. The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</p> <p>-1 SJTA Union LCAP Advisory sessions were held on April 16, 2025. LCAP goals, action items, and metrics were reviewed. Opportunity for feedback and questions was provided at each meeting.</p>

Educational Partner(s)	Process for Engagement
	<p>-1 CSEA Union LCAP Advisory sessions were held on April 30, 2025. LCAP goals, action items, and metrics were reviewed. Opportunity for feedback and questions was provided at each meeting.</p> <p><b>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</b></p>
SELPA	<p>SJUSD had an LCAP feedback session to the area SELPA Administrator on April 25, 2025.</p>
Students	<p>-2 Student surveys were administered, one in the Fall 2024 and one in the Spring 2025 to students in grades 3-12th via Panorama.</p> <p>-From January 2025 through March 2025 student focus groups were facilitated by Dr. Gomez, Director of Equity &amp; Access and SJUSD student board representatives. Focus groups were held at San Jacinto High School with Foster Students, Mountain View High School, San Jacinto Leadership Academy (one for middle school and one for high school), North Mountain Middle School, Monte Vista Middle School, DeAnza Elementary School and San Jacinto Elementary School.</p> <p>-2 Superintendent Student LCAP Advisory Meetings. This advisory included students representing English Learners, Foster Students, Homeless Students, and socioeconomically disadvantaged students. Meetings were held on February 6, 2025 and March 12, 2025. The content of the above meetings included a review of LCAP goals, metrics, actions, and specific questions related to each goal in order to get solution focused ideas to improve the school system.</p> <p><b>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP and in SPSA plans. The summary of each focus group was shared with Principals from each site.</b></p>
Equity Multiplier Engagement with Staff	<p>San Jacinto Technology Institute--In April 2025 information and data was reviewed at a staff meeting. Staff was provided opportunities to</p>

Educational Partner(s)	Process for Engagement
	<p>give feedback as to how the Equity Multiplier funds should be used via a staff survey.</p> <p>Mt. View High School-The School sought input from staff during the whole group Friday staff meetings held in January, February, and March 2025. Mt. View High School's data and needs were reviewed prior to staff giving feedback on how to use the equity multiplier funds.</p> <p>Mt. Heights Academy-The School sought input from staff during the whole group Friday staff meetings held in January, February, and March 2025. Mt. Heights Academy's data and needs were reviewed prior to staff giving feedback on how to use the equity multiplier funds.</p> <p>San Jacinto Elementary-Staff was given an opportunity to provide input on how to use the site's equity multiplier funds during a staff meeting where data and needs of the school was shared.</p> <p>NMMS-During the April 2024 Staff meeting the principal reviewed site data and needs. Staff were able to give input about ideas on how to use the equity multiplier funds.</p> <p>MVMS-The school sought input from staff during the April's Guiding Coalition meeting.</p> <p>Park Hill Elementary-The school sought input from staff during the March 2025 Staff Gallery Walk, and during the April 16, 2025 Guiding Coalition.</p>
Equity Multiplier Engagement with Parent/Guardians/Families	<p>San Jacinto Technology Institute- In April 2025 a family survey was administered to get feedback about how to use equity multiplier funds.</p> <p>Mt. View High School-The School sought input from our School Site Council in November 2024, February 2025, and March 2025. English Language Advisory Council in in November 2024, February 2025, and March 2025. Mt. View High School's data and needs were reviewed prior to families and parents/guardians giving feedback. Additionally,</p>



Educational Partner(s)	Process for Engagement
	<p>Parents/families were able to provide feedback during the back to school night held on 10/08/24 and open house on 3/12/25.</p> <p>Mt. Heights Academy-The School sought input from our School Site Council in November 2024, February 2025, and March 2025. English Language Advisory Council in in November 2024, February 2025, and March 2025. Mt. View High School's data and needs were reviewed prior to families and parents/guardians giving feedback. Additionally, Parents/families were able to provide feedback during the back to school night held on 10/08/24 and open house on 3/12/25.</p> <p>San Jacinto Elementary--During the April 2024 English Learner Advisory Council and the School Site Council meeting data and needs were reviewed. Parents/Guardians were given the opportunity to provide feedback on how to use the equity multiplier funds.</p> <p>North Mountain Middle School-During the April 2024 English Learner Advisory Council and the School Site Council meeting NMMS data and needs were reviewed. Parent/Guardians were given the opportunity to provide feedback on how to use the equity multiplier funds.</p> <p>Monte Vista Middle School-During the April 2024 English Learner Advisory Council and the School Site Council meeting data and needs were reviewed. Parent/Guardians were given the opportunity to provide feedback on how to use the equity multiplier funds.</p> <p>Park Hill Elementary- Parents/Guardians were provided an opportunity to give feedback via a Parent Survey that was sent out on April 10, 2025, Coffee with the Principal on April 1,2025, during the April 2025 School Site Council meeting, and during the ELAC meeting in April 2025.</p>
Equity Multiplier Engagement with Students	San Jacinto Technology Institute-In April 2025 a student survey was administered to gather feedback from students.

Educational Partner(s)	Process for Engagement
	<p>Mt. View High School-Student input was also gained from exit interviews and during a student focus group that was held on February 25, 2025. A student survey was also administered in April 2025.</p> <p>Mt. Heights Academy-Student input was also gained from exit interviews and during a student focus group that was held on February 25, 2025. A student survey was also administered in April 2025.</p> <p>San Jacinto Elementary School-Student input was solicited during student focus groups that were held in the Spring of 2025.</p> <p>North Mountain Middle School-Student input was solicited during the student focus groups that were held on February 25, 2025.</p> <p>Monte Vista Middle School-Student input was solicited during the student focus groups that were held in March 2025.</p> <p>Park Hill Elementary--Students were able to provide feedback during the Student Input Meeting held on April 18, 2025.</p>
Governing Board--Community Members	<p>A Special Board Workshop was held on April 14, 2025 to get feedback for the 2025-26 LCAP.</p> <p>The 2025-26 LCAP draft was posted publicly on the district website on June 2, 2025.</p> <p>The 2025-26 LCAP draft was presented at the regularly scheduled Board of Education meeting on June 9, 2025 , for the Public Hearing.</p>
Governing Board	Mid-Year Report was presenting to the Governing Board at the regularly scheduled meeting on February 13, 2025.
Governing Board Community Members	The 2025-26 LCAP was adopted at the regularly scheduled Board of Education Meeting on June 16, 2025.

## A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the process of engaging with educational partners SJUSD was able to gain invaluable feedback about the needs of students. The feedback and input contributed to the development of the 2025-26 LCAP and provided suggestions on how to improve the educational system in SJUSD. The LCAP team was able to identify themes of feedback that was heard through meetings, discussions, and surveys which resulted in the development of specific goals and actions.

SJUSD's three goals were based on educational partner feedback provided during the development of the three year plan in the Spring of 2024. During the educational partner feedback for the 2025-26 Parents/Guardians and staff stressed the importance of reaching Goal 1: Academic Performance--In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency. The actions that were influenced from educational partner feedback include the following:

Action 1.4: Career Technical Education Programs were influenced by students and parent/guardians who expressed the importance of having multiple CTE pathways.

Action 1.6: Supplemental resources to support English Learners was influenced by staff, student, and parent/guardians who identified the importance of providing additional support to English Learners.

Action 1.7: Curriculum Teachers on Special Assignment (TOSA)-this action was influenced by students and parent/guardians desire to provide teachers more support and training on using evidence based teaching practices and on providing differentiation.

Action 1.8: Special Education Teachers on Special Assignment (TOSA) was influenced based on feedback from staff who identified the need to provide more professional development to teachers on instructional practices to support Students With Disabilities.

Actions 1.9: Professional growth opportunities through specialized conferences, and 1.11 Extra duty to support professional growth activities--these actions were influenced based on staff, student, and parent/guardian feedback regarding the importance of teachers receiving professional development on evidence based instructional strategies to support student groups in the red.

Action 1.13: Was modified for 2025-26 based on educational partner feedback from parents/guardians, staff and teachers whom identified the importance of reallocating funds in Goal 1 to strengthen SJUSD's Literacy Plan by funding 8 elementary positions that will focus on providing tiered literacy support in elementary schools. This action will continue to focus on continuing to develop foundational literacy skills, provide LETRs training, providing supplemental materials to support K-2nd grade, as well as provide parent workshops on foundation skills for reading and math literacy.

Action 1.16: Evidence based strategies for designated student groups in the red were influenced by staff and parents/guardians who expressed concerns with ensuring that students who are struggling receive appropriate interventions.

Educational Partner Feedback continues to support the importance of Goal 2: Engagement--Create student and parent engagement by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued, engaged, and empowered to succeed academically, socially, and emotionally. The actions that were influenced from educational partner feedback include the following:

Action 2.1: Implement a Multi-Tiered Attendance Plan was created based on continued feedback from students, staff, and parents/guardians who identified the importance of continuing to have attendance incentives and interventions to support students.

Action 2.2: Implement a Comprehensive School Counseling Program was influenced based on student and parent/feedback about the importance of having school counselors to help support students. Parents/Guardians and students also expressed the need to provide

additional support to homeless students and African American students which influenced the area of focus for the Lead TK-12 school counselor.

Action 2.3: Additional Support for Foster/McKinney Vento (homeless) was influenced by parent/guardians and staff who identified the importance of these student groups being provided more support.

Action 2.4: Implement Tiered Behavior and SEL Support-this action was influenced by all educational partners who identified the need to provide SEL and behavior support to students, along with professional development for teachers, and structured recess to be expanded to include middle school. Feedback from staff included the importance of focusing on tier one behavior practices. For the 2025-26 LCAP this action will be modified to provide staff training on behavior strategies (reframing behavior, de-escalation, and trauma informed approaches).

Action 2.5: Implement a Comprehensive Parent/Family Engagement Plan. Although parents/guardians expressed appreciation for all that SJUSD does to engage parents/guardians they also expressed the need for continuing to increase communication and build relationships with parents/guardians. Staff and parents/guardians identified the importance of training parents/guardians on specific topics related to academic supports and resources which will be included in the Parent University series.

Action 2.7: Implement Equity Plan and action 2.13 Activities to promote inclusivity of Students With Disabilities continues to be an area of focus that staff, students, and parents/guardians see a need to assist in closing opportunity gaps and removing barriers to learning, including implementing systems to address incorporating more cultural activities and continue to provide training on cultural proficiency, trauma informed approaches, and bias.

Action 2.8: Social Emotional Learning Curriculum and action 2.9 Provide Social/Emotional Well-being support continues to be an area of importance based on feedback from all educational partners, particularly students and parents/guardians.

Action 2.10: Student Enrichment Activities was influenced from feedback gained from parents/guardians. Student enrichment and engagement activities has had such a positive impact on students that parents/guardians recommended expanding in the 2025-26 LCAP to offer enrichment and engagement activities to include Native students, and Latino students and families.

Action 2.11: Positive/Culture Climate and Safety was developed based on feedback from staff, students, and parents/guardians who identified school safety as a priority at secondary sites.

Staff, parents/guardians and staff provided feedback about the importance of ensuring Goal 3- Conditions for Learning-SJUSD will maintain high quality staff, facilities, and access to a broad course of study is met. The actions that were influenced from educational partner feedback includes the following:

Action 3.1: Coaching and Support for New Teachers was influenced from feedback from staff.

Action 3.3: Provide 21st Century Learning Environments was influenced based on feedback from staff and students.

Action 3.4: Provide updated campus and safety features was influenced from all educational partners.

Action 3.5: Provide support to each school to allow for academic field trips was influenced by the request of students and staff.

Action 3.6 & 3.7: Providing music and P.E. opportunities at elementary are appreciated and requested from SJUSD's educational partners.

Action 3.8: Provide school supplies, field trips and enrichment activities for Foster and Homeless students was influenced by staff, parents/guardians and students who felt like providing these student groups more support was a priority.

Action 3.9: Grow Our Own Program was influenced by feedback from students and parent/guardians about the importance of having teachers that are reflective of all student groups.

Action 3.11: Provide Support to the Alder Program was influenced base on feedback from staff, parents/families, and students who have expressed the importance of having staff members that represent our community.

Action 3.12: Expansion of Inclusive Preschool access for the community was developed based on staff and parent/family feedback. This action will enable more families in the community to be eligible for Preschool and provide an opportunity to support our staff who have Preschool aged students.

Mountain View High School has been identified as an Equity Multiplier school for a second year in a row. Educational partners met to review the goal that has been included in the LCAP. According to the 2023 CA Dashboard data students were at 4.8% prepared level for College and Career Readiness and 36% of students responded favorably to having a sense of belonging (Panorama Student Survey, Spring 2024). Based on the 2024 CA Dashboard 1.7% of students were College and Career Ready and 38% of MVHS stated that they had a favorable sense of belonging (Panorama Student Survey, Fall 2024). To address this, the plan includes funding a Film/Media Career Technical Education Pathway, including an apprenticeship program, a Grow Our Own Teacher's Aide to provide support to students applying to the pre-apprenticeship program, as well as fund a Licensed Vocational Nurse to help improve student well-being and sense of belonging. Lastly, based on staff and student feedback MVHS is adding a 5 Star Student program to help enhance PBIS activities to increase attendance, school climate, and increase a sense of belonging. (Goal 4, Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Mountain Heights Academy has been identified as an Equity Multiplier school for a second year. Educational partners met to examine the goal that has been included in the LCAP. In 2023 students were at a 8% prepared level for College and Career Readiness (2023 CA Dashboard). Based on the 2024 CA Dashboard students were at a 5.6% prepared level for College and Career Readiness. To address this, the plan includes funding a Film/Media Career Technical Education Pathway, including an apprenticeship program, extra duty to pay a staff member to assist MHA students in registering for the pre-apprenticeship program. (Goal 5, Actions 5.1, 5.2, 5.3, 5.4)

San Jacinto Technical Institute has been identified for the second year in a row as an Equity Multiplier school. Educational partners met to re-examine the existing goal and make recommendations to improve the plan that has been included in the LCAP. Based on the 2024 CA Dashboard students scored -37.5 points distance from the grade level standard and 35.5% of students were chronically absent (red performance level). The following student groups are in the red for chronic absenteeism: African American Students (55.9%), English Learners (25%), Socioeconomically Disadvantaged students (37.5%), and Students With Disabilities (28.6). To address this data, the plan includes continuing to fund an Education Technology Teacher on Special Assignment that will provide professional development and coaching to support staff and students in the virtual setting focusing on increasing structured collaborative opportunities for students and student engagement to support attendance. Additionally the plan will fund professional development to increase student achievement by building capacity with teachers in the area of structured collaboration opportunities including strategies for English Language Learners. New to the plan in 2025-26 based on staff feedback is action 6.5-On Site Daily Guest Teacher, this action will support virtual engagement strategies and provide teacher coverage during coaching cycles, as well as provide targeted attendance interventions and support to students in the red performance levels. Based on student and parent/family feedback actions 6.4-providing an instructional aide and 6.6-Extra Duty for Tutoring support enables students the ability to access more support services including tutoring services. (Goal 6, Actions 6.1, 6.2, 6.4, 6.5, 6.6)

Monte Vista Middle School was identified last year as an Equity Multiplier school. Educational partners met to re-examine and review the goal that has been included in the LCAP. Based on the 2024 CA Dashboard students scored 80 points below the standard in English Language Arts (lowest performance level). The following student groups were in the red for English Language Arts: African American students were 85 points below the standard, English Learners were 109.1 points below the standard, Hispanic students were 80.9 points below the standard, Long-Term English Learners were 131.3 points below the standard, Socioeconomically Disadvantaged students were



84.6 points below the standard and White students were 72.5 points below the standard. Students at Monte Vista scored 123.2 points below the standard in Mathematics based on the 2024 CA Dashboard, with the following student groups performing at the lowest performance level (red): African American students (129.4 points below the standard), English Learners (156.5 points below the standard), Hispanic students (125.4 points below the standard), Long-Term English Learners (171.2 points below the standard), Socioeconomically Disadvantaged students (129.1 points below the standard), and White students (06.9 points below the standard). Suspension rate based on the 2024 CA Dashboard show that Monte Vista had a 7% suspension rate with Homeless students being in the red with a 13.7% suspension rate. To address this, the plan includes funding a CTE teacher for robotics and maker space and a digital media arts teacher based on student feedback to increase student engagement. Additionally, MVMS will fund a Learning Support Teacher On Special Assignment who will work on improving systems to support behavior, social/emotional, and academics. (Goal 7, Actions 7.4, 7.5, 7.6)

North Mountain Middle School was identified last year as an Equity Multiplier school. Educational partners met to re-examine the goal that has been included in the LCAP. Upon examining 2024 CA Dashboard North Mountain students scored 68 points below the standard in English Language Arts and the following student groups were in the red for English Language Arts: English Learners (86.9 points below the standard), Socioeconomically Disadvantaged Students (72 points below the standard), and Students With Disabilities (111.7 points below the standard). When looking at 2024 CA Dashboard data for mathematics students scored 119.3 points below the standard, with the following student groups performing in the lowest performance level (red): African American students (128 points below the standard), English Learners (149.7 points below the standard), Hispanic students (122.2 points below the standard), Long-Term English Learners (167.4 points below the standard), Socioeconomically Disadvantaged students (122.1 points below the standard), and Students With Disabilities (157.1 points below the standard). The suspension rate was 6.5% (2024 CA Dashboard) with White students performing at the lowest level (red) at a 17.4% suspension rate. To address this, the plan includes funding a Multi-Tiered System of Supports Teacher On Special Assignment who will continue to focus on strengthening systems to support behavior, social/emotional learning, and academics. Additionally, a Learning Support Teacher On Special Assignment will be funded to assist in the implementation of effective instructional practices using the Model-Practice-Reflect instructional cycle for writing, as well as developing systems to support students needing mathematics support. This position will also provide teachers training on instructional practices to support English Learners. Lastly, the plan includes funding an additional bilingual aide to provide targeted support to Newcomer students. (Goal 8, Actions, 8.1, 8.2, 8.3)

San Jacinto Elementary School has been identified as an Equity Multiplier school for a second year. Educational partners met to develop review the existing goal and make modifications of actions items that has been included in the LCAP. According to the 2023 California Dashboard students 93.6 points below the grade level standard in English Language Arts (red performance level). The following student groups scored in the red (lowest performance level): English Learners scored 107.3 points below the standard, Hispanic students scored 93.6 points below the standard, Socioeconomically Disadvantaged students scored 93.6 points below the standard, and Students with Disabilities scored 164.9 points below the standard. Suspension data shows SJE had a 2.5% overall suspension rate with African American students having 6.2% suspension rate and Students with Disabilities having a 7.3% suspension rate (2023 CA Dashboard). Based on the 2024 CA Dashboard 18.7% of students met or exceeded the standards in English Language Arts, 6.5% of English Learners met or exceeded the standard in English Language Arts, 19.2% of Hispanic students met or exceeded the grade level standards, 0% of Students With Disabilities met the grade level standard in English Language, 18.8% of Socioeconomically Disadvantaged students met the grade level standard in English Language Arts. Suspension rates for 2024 were 1.9% To address this data, based on educational partner feedback the plan includes funding two Learning Support Teachers on Special Assignment. One position will focus on strengthening the foundational literacy skills to support reading and the second position will work to strengthen tiered systems of support for behavior and social/emotional supports. Additionally, a classified position was added to the plan to help support students struggling with behavior and a contract for Let's



Rise Above will be funded to support students struggling with behavior, attendance, and social/emotional concerns. Based on educational partner feedback this plan will also fund a bilingual instructional aide to assist English Learners specifically with foundational literacy skills, as well as funding a full time front office clerk that will assist with parent/family engagement and in strengthening MTSS supports for students struggling with chronic absenteeism (Goal 9, Actions 9.1, 9.2, 9.3, 9.4, 9.5, 9.6)

Park Hill Elementary School was identified this year as being an equity multiplier school. Educational partners meet and provided feedback that influenced the goal and actions that have been included in the LCAP. The 2024 California School Dashboard shows that all students scored 75.6 points below the standard for English Language Arts which is the lowest performance level (red), students scored 103.8 points below the standard in mathematics (red performance level), and 20.5% of English Learners made progress which was a 33.9% decline (red performance level). Upon examining school site data related to behavior currently there is a 2.6% suspension rate (Schoolzilla, May 2025) which is considerably higher than what was reported on the 2024 CA Dashboard which was 1.8%. Further analysis of that data indicates disproportionate suspension rates among specific student groups—White students (7.7%) who are in the red performance level, Homeless students (2.9%), students of two or more races (4.8%), and Students with Disabilities (3.8%)—compared to the overall suspension rate of 1.8% (2024 CA Dashboard). Current office Discipline Referral rates are at 316 based on our local data from Schoolzilla. Based on the 2024 CA Dashboard Park Hill had a 28.1% chronic absenteeism rate and white students were in the red performance level with a 30.6% chronic absenteeism rate. The plan includes funding a Learning Support Teacher on Special Assignment that will assist with strengthening the tiered support system for academics, behavior, SEL, and attendance (MTSS). This position will work on developing interventions systems to support student academics, behavior, attendance, and Social Emotional Learning skills. Additionally, 2 classified positions will be funded to support students with behavior, academics, and SEL skills. (Goal 10, Actions 10.1, 10.2, 10.3)

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Academic Performance: In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SJUSD is committed to improving quality first instruction with a focus on fully implementing the gradual release of responsibility framework that purposefully and gradually shifts the cognitive load from the teacher to the students. The teacher moves from modeling to guiding instruction to providing students with opportunities to collaborate before they engage in an independent learning experience. Goal 1 was created to align with the California State Public Accountability model and specifically to the California School Dashboard to improve the academic performance indicators, which include English Language Arts, Mathematics, College and Career Readiness and English Learner Performance. Utilizing an improvement science methodology, the District determined through data review and root cause analysis that our students experience inconsistent instruction. We believe that this is one of the primary drivers leading to our most recent Dashboard data where our students in grades 3 - 8 and 11 scored -52.7 points below grade level performance standards in English Language Arts and -98 points below grade level performance standards in mathematics. Additionally, in ELA, 10 out of 12 student groups scored below the District average and were considered in the Red or Orange performance levels, with Students with Disabilities (SWD), English Learners (EL), Homeless and African American demonstrating the greatest need. In Math, 9 out of 12 student groups scored in the red with almost all groups scoring significantly lower than the District average, but Students with Disabilities (SWD) and Foster Youth (FY) demonstrating the highest need.

A review of the College and Career Indicator (CCI) shows that only 31.2% of all students demonstrate prepared for success after graduation and are reported as 'Low' on the dashboard. While this was an increase from the last time the CCI was reported in 2019, the dashboard did not report a change in prior status. When reviewing our student groups, Students with Disabilities (SWD) were reported as 'Very Low' at 7.8% while the remaining student groups were reported as 'Low' with Homeless (11.5%), English Learners (12.1%), African American (21.3%) and Socioeconomically Disadvantaged (30.2%) were below the district average. With low performance in multiple areas our Students with Disabilities (SWD) and Homeless student groups were identified for Differentiated Assistance through the state accountability model.

The final academic performance indicator on the dashboard is the English Learner Progress Indicator (ELPI) which reported that 51.2% of our English Learners are making progress towards English language proficiency. Our local data does show that we have continued to

increase the number and percentage of English Learners that reclassify each year, even though the state has not released new reports since 2021.

In an effort of continuous improvement embedded within a Multi-Tier System of Supports framework, the District has identified four major areas that drive the specific actions and services for Goal 1. SJUSD believes that to improve consistency in quality first instruction and meet the needs of our students and community we must:

1) Provide supplemental instructional materials and resources that extend our core adoptions and improve Quality First Instruction. The District recognizes that our current core adopted materials have gaps that need to be addressed to ensure students demonstrate proficiency at each grade level in reading, writing, speaking, listening and math while also learning essential information through other content areas. In order to meet the high need demonstrated through our state and local data, we need to provide a variety of supplemental instructional materials and resources.

2) Enhance professional development opportunities for teachers and instructional leaders through ongoing training, workshops and job embedded coaching to improve implementation of evidence based strategies. In order to address the specific needs of our students, especially with a focus on designated student groups determined through a detailed data analysis to be underperforming at a disproportionate rate, the District has identified a need to provide additional professional opportunities for teachers and instructional leaders that other funding sources cannot sustain.

3) Strengthen our systems to monitor implementation of evidence based strategies and measure student progress through formative and summative assessments. In order to determine whether or not the implementation of supplemental actions is improving student outcomes, the District has determined we need additional staff and resources to be able to monitor student achievement throughout the school year as well as support schools in analyzing their data.

4) Utilize data to implement a tiered system of supplemental and intensive supports embedded within Quality First Instruction to address the individual needs of designated students groups identified as underperforming. Even with excellent high quality first instruction, some students need additional time and support to be able to demonstrate grade level proficiency. The District recognizes the need for a tiered system of supplemental and intensive supports, while also providing the least restrictive inclusive environment for each and every student rather than pulling students out of their primary classroom to intervene.

By aligning the actions in goal 1 with measurable outcomes, SJUSD aims to create a transparent and accountable framework to increase preparedness for success after graduation and for students to demonstrate growth toward meeting or exceeding standards in English Language Arts, Mathematics, and English language proficiency.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students in grades 3-8 and 11 that met or exceeded standards in ELA  Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 29.7% EL: 6.4% SWD: 8.8% SED: 27.8% HOM: 15.5% FY: 18.2% HI: 29.1% AI: 19.5% AS: 44.1% AA: 22.2% 2+: 29.0% WH: 39.9% Data Source: 2023 California Assessment of Student Performance and Progress (CAASPP)	ALL: 28.92% EL: 5.1% SWD: 8.1% SED: 26.9% HOM: 15.4% FY: 9.1% HI: 28.0% AI: 20.3% AS: 53.9% AA: 20.4% 2+: 32.5% WH: 40.8% Data Source: 2024 California Assessment of Student Performance and Progress (CAASPP)		All: 50.7% EL: 27.4% SWD: 29.8% SED: 49.8% HOM: 36.5% FY: 39.2% HI: 50.1% AI: 40.5% AS: 65.1% AA: 43.2% 2+: 50.0% WH: 60.9%	All: -0.8% EL: -1.3% SWD: -0.7% SED: -0.9% HOM: -0.1% FY: -9.1% HI: -1.1% AI: 0.8% AS: 9.8% AA: -1.8% 2+: 3.5% WH: 0.9%
1.2	Distance From Standard in ELA  Data Source: CA School Dashboard	All: -52.7 EL: -84.0 SWD: -113.3 SED: -57.5 HOM: -89.4 FY: -84.4 HI: -54.3 AI: -69.4 AS: -3.0 AA: -74.1 2+: -51.6 WH: -28.8 Data Source: 2023 CA School Dashboard	ALL: -56.2 EL: -86.3 SWD: -114.9 SED: -61.5 HOM: -97.6 FY: -118.3 HI: -58.5 AI: -92.6 AS: 4.1 AA: -72.7 2+: -46.2 WH: -28.3 Data Source: 2024 CA School Dashboard		All: -7.7 EL: -39.0 SWD: -68.3 SED: -12.5 HOM: -44.4 FY: -39.4 HI: -9.3 AI: -24.4 AS: 42.0 AA: -29.1 2+: -6.6 WH: 16.2	All: -3.5 EL: -2.3 SWD: -1.6 SED: -4.0 HOM: -8.2 FY: -33.9 HI: -4.2 AI: -23.2 AS: 7.1 AA: 1.4 2+: 5.4 WH: 0.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percentage of 11th grade student who met college readiness in ELA through EAP  Data Source: Dataquest	All: 10.3% EL: 0.0% SWD: 0.95% SED: 10.2% HOM: 0.0% FY: <11 stu HI: 9.8% AI: <11 stu AS: <11 stu AA: 6.5% 2+: 12.5% WH: 17.3% Data Source: Dataquest 2022-23	ALL: 13.2% EL: 0.0% SWD: 1.1% SED: 12.7% HOM: <11 FY: <11 HI: 12.0% AI: <11 stu AS: <11 stu AA: 15.4% 2+: 17.7% WH: 24.2% Data Source: Dataquest 2023-24		All: 31.3% EL: 21.0% SWD: 21.95% SED: 31.2% HOM: 21.0% FY: NA% <11 stu HI: 30.8% AI: NA% <11 stu AS: NA% <11 stu AA: 27.5% 2+: 39.5% WH: 38.3%	All: 2.9% EL: 0.0% SWD: 0.2% SED: 2.5% HOM: <11 FY: <11 stu HI: 2.2% AI: <11 stu AS: <11 stu AA: 8.9% 2+: 5.2% WH: 6.9%
1.4	Percentage of students in grades 3-8 that met or exceeded standards in Reading through iReady  Data Source: Formative ELA Assessment (i-Ready) MOY 23-24 assessment	All: 27.0% EL: 8.4% SWD: 9.8% SED: 25.6% HOM: 17.2% FY: 16.9% HI: 26.1% AI: 14.9% AS: 52.2% AA: 23.2% 2+: 30.3% WH: 37.5% Data Source: Formative ELA Assessment (i-Ready) MOY 23-24 assessment	ALL: 34.1% EL: 8.4% SWD: 13.1% SED: 28.0% HOM: 16.7% FY: 35.3% HI: 33.0% AI: 15.5% AS: 68.2% AA: 26.3% 2+: 36.0% WH: 50.2% Data Source: Formative ELA Assessment (i-Ready) MOY 24-25 assessment		All: 36.3% EL: 25.4% SWD: 25.97% SED: 35.0% HOM: 36.3% FY: 30.1% HI: 35.8% AI: 43.0% AS: 47.5% AA: 29.9% 2+: 36.95% WH: 46.0%	All: 7.1 % EL: 0.0% SWD: 3.3% SED: 2.4% HOM: -0.5% FY: 18.4% HI: 6.1% AI: 0.6% AS: 16.0% AA: 3.1% 2+: 5.7% WH: 12.7%
1.5	Percentage of students in grades 3-8 and 11 that met or exceeded standards in Math	All: 15.3% EL: 4.4% SWD: 5.0% SED: 14.0%	ALL: 15.2% EL: 3.0% SWD: 5.1% SED: 13.7%		All: 55.6% EL: 30.9% SWD: 33.3% SED: 43.9%	All: -0.1% EL: -1.4% SWD: 0.1% SED: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Assessment of Student Performance and Progress (CAASPP)	HOM: 5.3% FY: 9.1% HI: 14.8% AI: 10.3% AS: 26.5% AA: 8.9% 2+: 16.0% WH: 25.0% Data Source: 2023 California Assessment of Student Performance and Progress (CAASPP)	HOM: 7.7% FY: 3.0% HI: 14.4% AI: 10.1% AS: 30.8% AA: 10.5% 2+: 15.3% WH: 26.2% Data Source: 2024 California Assessment of Student Performance and Progress (CAASPP)		HOM: 37.2% FY: 31.5% HI: 43.7% AI: 43.0% AS: 90.9% AA: 37.9% 2+: 69.5% WH: 70.0%	HOM: 2.4% FY: -6.1% HI: -0.4% AI: -0.2% AS: 4.3% AA: 1.6% 2+: -0.7% WH: 1.2%
1.6	Distance From Standard in Math  Data Source: CA School Dashboard	All: -98.0 EL: -121.1 SWD: -150.3 SED: -102.0 HOM: -129.0 FY: -141.1 HI: -99.7 AI: -130.0 AS: -34.2 AA: -121.3 2+: -89.4 WH: -67.7 Data Source: 2023 CA School Dashboard	ALL: -98.6 EL: -121.8 SWD: -147.5 SED: -103.8 HOM: -141.2 FY: -133.1 HI: -101.4 AI: -137.2 AS: -47.6 AA: -111.6 2+: -95.4 WH: -67.4 Data Source: 2024 CA School Dashboard		All: -53.0 EL: -76.1 SWD: -105.3 SED: -57.0 HOM: -84.0 FY: -96.1 HI: -54.7 AI: -85.0 AS: -11.2 AA: -76.3 2+: -44.4 WH: -22.7	All: -0.6 EL: -0.7 SWD: 2.8 SED: -1.8 HOM: -12.2 FY: 8.0 HI: -1.7 AI: -7.2 AS: -13.4 AA: 9.7 2+: -6.0 WH: 0.3
1.7	Percentage of 11th grade student who met college readiness in Math through EAP	ALL: 1.6% EL: 0.0% SWD: 0.9% SED: 1.6% HOM: 0.0%	ALL: 2.9% EL: 0.0% SWD: 0.0% SED: 2.4% HOM: <11		ALL: 22.6% EL: 21.0% SWD: 21.9% SED: 22.6% HOM: 21.0%	All: 1.3% EL: 0.0% SWD: -0.9% SED: 0.8% HOM: < 11 stu



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dataquest	FY: <11 stu HI: 2.0% AI: <11 stu AS: <11 stu AA: 0.0% 2+: 0.0% WH: 0.0% Data Source: Dataquest 2023	FY: <11 stu HI: 2.5% AI: <11 stu AS: <11 stu AA: 0.0% 2+: 0.0% WH: 8.6% Data Source: Dataquest 2024		FY: NA% <11 stu HI: 22.96% AI: NA% <11 stu AS: NA% <11 stu AA: 21.0% 2+: 21.0% WH: 21.0%	FY: < 11 stu HI: 0.5% AI: < 11 stu AS: < 11 stu AA: 0.0% 2+: 0.0% WH: 8.6%
1.8	Percentage of students in grades 3-8 that met or exceeded standards in Math through iReady  Data Source: Formative Math Assessment (Schoolzilla, i-Ready, Exact Path)	All: 14.4% EL: 5.2% SWD: 4.9% SED: 12.4% HOM: 7.8% FOS: 9.7% Hispanic: 13.7% AI: 5.9% AS: 35.6% AA: 9.4% 2+: 15.5% WH: 24.7% Data Source: Formative Math Assessment (Schoolzilla, i-Ready, Exact Path)	ALL: 22.9% EL: 5.6% SWD: 8.7% SED: 9.6% HOM: 4.8% FY: 18.2% HI: 22.1% AI: 9.5% AS: 56.5% AA: 16.4% 2+: 21.2% WH: 38.1% Data Source: Formative Math Assessment (Schoolzilla, i-Ready, Exact Path)		All: 35.4% EL: 26.2% SWD: 25.9% SED: 32.8 HOM: 28.8% FOS: 30.7% Hispanic: 34.7% AI: 26.9% AS: 56.6% AA: 30.4% 2+: 36.5% WH: 45.7%	All: 8.5% EL: 0.4% SWD: 3.8% SED: -2.8% HOM: -3.0% FY: 8.5% HI: 8.4% AI: 3.6% AS: 20.9% AA: 7.0% 2+: 5.7% WH: 13.4%
1.9	Percentage of Students College/Career Ready  Data Source: California School Dashboard 2023	ALL: 31.2% EL: 12.1% SWD: 7.8% SED: 30.2% HOM: 11.5% FY: <11 stu HI: 31.8% AI: <11 stu	All: 29.0% EL: 13.2% SWD: 6.5% SED: 28.1% HOM: 15.0% FY: 5.9% HI: 28.5% AI: <11		ALL: 55.2% EL: 36.1% SWD: 31.8% SED: 54.2% HOM: 35.5% FY: <11 stu HI: 55.8% AI: <11 stu	All: -2.2% EL: 1.1% SWD: -1.3 % SED: -2.1% HOM: 3.5% FY: < 11 stu HI: -3.3% AI: < 11 stu

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: <11 stu AA: 21.3% 2+: 13% WH: 34.9% Data Source: California School Dashboard 2023	AS: <11 AA: 26.6% 2+: 22.7% WH: 40.4% Data Source: California School Dashboard 2024		AS: <11 stu AA: 45.3% 2+: 47.5% WH: 58.9%	AS: < 11 stu AA: 5.3% 2+: 9.7% WH: 5.5%
1.10	Percentage of Students Meeting A-G  Data source: Dashboard Additional Reports	ALL: 39.9% EL: 20.5% SWD: 16.0% SED: 38.0% HOM: 18.8% FY: 10.0% HI: 38.4% AI: <11 stu AS: <11 stu AA: 38.9% 2+: 34.8% WH: 44.9% Data source: CA Dashboard Additional Reports 2023	All: 36.0% EL: 17.3% SWD: 14.6% SED: 35.0% HOM: 22.2% FY: 17.6% HI: 35.6% AI: <11 stu AS: <11 stu AA: 32.5% 2+: 22.7% WH: 46.6% Data source: CA Dashboard Additional Reports 2024		ALL: 54.9% EL: 35.5% SWD: 31.0% SED: 53.0% HOM: 33.8% FY: 25.0% HI: 53.4% AI: <11 stu AS: <11 stu AA: 53.9% 2+: 49.8% WH: 59.9%	All: -3.9% EL: -3.2% SWD: -1.4% SED: -3.0% HOM: 3.4% FY: 7.6% HI: 2.8% AI: <11 stu AS: <11 stu AA: -6.4% 2+: -12.1% WH: 1.7%
1.11	Percentage AP Exam (2) with 3 or higher  Data Source: CA School Dashboard additional report & Data	ALL: 8.9% EL: 0.0% SWD: 0.0% SED: 7.7 % HOM: 0.0% FY: 0.0% HI: 9.4% AI: <11 stu AS: <11 stu AA: 7.7% FI: <11 stu PI: <11 stu	ALL: 16.1% EL: 0.0% SWD: 10.0% SED: 15.8% HOM: 0.0% FY: 0.0% HI: 14.1% AI: NA% AS: NA% AA: 14.3% FI: NA% PI: NA%		ALL: 25.1% EL: 16.2% SWD: 16.2% SED: 23.9% HOM: 36.2% FY: 16.2% HI: 25.2% AI: <11 stu AS: <11 stu AA: 23.9% FI: <11 stu PI: <11 stu	ALL: 7.2% EL: 0.0% SWD: 10.0% SED: 8.1% HOM: 0.0% FY: 0.0% HI: 4.7% AI: NA% AS: NA% AA: 6.6% AI: NA% AS: NA%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+: 0.0% WH: 6.7% Data Source: 2023 CA School Dashboard additional report & Data	2+: 60.0% WH: 17.4% Data Source: 2024 CA School Dashboard additional report & Data		2+: 16.2% WH: 22.9%	2+: 60.0% WH: 10.7%
1.12	English Learner Progress Indicator (ELPI)  Percentage of English Learners who: A: Decreased at least one ELPI Level B: Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H C: Progressed at least on ELPI level D: Maintained ELPI Level 4  Data Source: California School Dashboard 2023	Making progress towards English language proficiency: 51.2% Maintained: -1.6%  ELPI Levels: A: 16.9% B: 32.4% C: 50.3% D: 0.4% Data Source: California School Dashboard 2023	Making progress towards English language proficiency: 43.7% Declined: -7.5%  ELPI Levels: A: 23.8% B: 32.1% C: 43.6% D: 0.5% Data Source: California School Dashboard 2024		Making progress towards English language proficiency: 61.2% Maintained: 0.0%  ELPI Levels: A: 6.9% B: 30.4% C: 62.6% D: 0.1%	ELPI RATE declined -7.5  ELPI Levels increase/decrease: A: 6.9% B: -0.3% C: -6.7% D: 0.1%
1.13	Reclassification Rate  Data Source: Dataquest	No data released from CDE on DataQuest 2022-23  Although CDE has not produced the reclassification report, our SIS report shows that we reclassified 293	No data released from CDE on DataQuest 2022-23  Although CDE has not produced the reclassification report, our SIS		26.6% reclassification rate.	Decrease in reclassification rate -2.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		out of 1770 for the 2022-2023 school year as of May 3, 2023.  16.6% reclassification rate	report shows that we reclassified 264 out of 1902 for the 2022-2023 school year as of April 25, 2024.  13.8% reclassification rate			
1.14	Percentage of students who have completed BOTH UC/CSU Entrance Requirements (A-G) AND completed a CTE program (CTE Completer)  Data Source: Dashboard Additional Reports	ALL: 14.7% EL: 6.0% SWD: 4.7% SED: 14.0% HOM: 1.6% FY: 0.0% HI: 14.6% AI: <11 stu AS: <11 stu AA: 11.5% 2+: 8.7% WH: 13.8% Data Source: Dashboard Additional Reports 2023	ALL: 13.4% EL: 6.0% SWD: 3.8% SED: 12.9% HOM: 9.5% FY: 5.9% HI: 12.8% AI: <11 stu AS: <11 stu AA: 15.0% 2+: 22.7% WH: 17.2% Data Source: Dashboard Additional Reports 2024		ALL: 24.7% EL: 16.0% SWD: 14.7% SED: 24.0% HOM: 11.6% FY: 10.0% HI: 24.6% AI: <11 stu AS: <11 stu AA: 21.5% 2+: 18.7% WH: 23.8%	All: -1.3% EL: 0.0% SWD: -0.9% SED: -1.1% HOM: 7.9% FY: 5.9% HI: -1.8% AI: < 11 stu AS: <11 stu AA: 11.0% 2+: 14.0% WH: 3.4%
1.15	Percentage of students completing CTE program(s).  Data Source: Dashboard Additional Reports	ALL: 22.4% EL: 17.2% SWD: 17.8% SED: 22.1% HOM: 3.2% FY: 0.0% HI: 22.7% AI: <11 stu AS: <11 stu	ALL: 21.9% EL: 12.0% SWD: 10.1% SED: 21.2% HOM: 11.1% FY: 5.9% HI: 21.4% AI: <11 stu AS: <11 stu		ALL: 32.4% EL: 27.2% SWD: 27.8% SED: 32.1% HOM: 13.2% FY: 10.0% HI: 32.7% AI: <11 stu AS: <11 stu	All: -0.5% EL: -5.2% SWD: -7.7% SED: -0.9% HOM: 7.9% FY: 5.9% HI: -1.3% AI: <11 stu AS: <11 stu

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 21.3% 2+: 17.4% WH: 19.5% Data Source: Dashboard Additional Reports 2023	AA: 22.5% 2+: 22.7% WH: 24.1% Data Source: Dashboard Additional Reports 2024		AA: 31.3% 2+: 27.4% WH: 19.5%	AA: 1.2% 2+: 5.3% WH: 4.6%

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1- Supplemental materials and resources: This action was partially implemented and purchased supplemental novels to support our ELA curriculum update, writing program materials and software, and supplemental science materials to support our new adoption. Supplemental materials included programs to support foundational reading, novels to support the English Language Arts update, writing program, materials and supplies to support dELD and iELD. Utilizing learning walk data, teachers were observed utilizing the supplemental materials during classroom instruction.

Action 1.2-Supplemental Educational Technology Software Licenses: This action was partially implemented and purchased various educational technology programs that teachers used to support instruction, but fewer programs were purchased than originally budgeted. Supplemental educational technology programs are provided to support students accessing information as well as learn essential technology skills to be successful in our modern society. Educational Technology is also essential to support students develop their learning skills, also known as the 'Four Cs' of 21st century learning which includes critical thinking, communication, collaboration and creativity. Additionally, students learned digital citizenship skills such as online safety, productivity and leadership and improved their media literacy skills. Utilizing learning walk data and usage reports, it was evident that both teachers and students benefited from the use of educational technology programs to support quality first instruction.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: This action was fully implemented and provided supplemental programs and staff that supported one or more of the 11 measures approved college and career readiness indicators to improve access for our students. The District developed additional courses and provided staff with supplemental programs and services and was able to offer more choices for students, which then provided more opportunities for students to demonstrate readiness for success after graduation. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action was also to increase the percentage of Students with Disabilities (SWD) demonstrating readiness for college and career after graduation. The District provided additional staff in Project Lead the Way (PLTW), International Baccalaureate and Advancement Via Individual Determination (AVID) as well as provided materials and resources for each of these program areas.

Action 1.4-Career Technical Education Programs: This action was fully implemented and provided supplemental programs and staff to expand Career Technical Education (CTE) that increased the opportunities for students to complete at least one pathway. Career Technical Education program of study involved a multiyear sequence of courses that integrated core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. This action funded CTE Administrative support, additional CTE staff and CTE equipment and materials.

Action 1.5-Non-Traditional Educational Opportunities: This action was fully implemented and provided non-traditional educational opportunities for families seeking a different learning environment or that wanted specialized curriculum or services for their children. The District continued to provide separate schools that specialize in dual language immersion, leadership, online and blended learning or early college courses. This action was inclusive of San Jacinto Leadership Academy, Hyatt World Language Academy, San Jacinto Middle College, and San Jacinto Technology Institute.

Action 1.6-Supplemental Resources to Support English Learners: This action was fully implemented and provided supplemental resources including English Learner Instructional Resource Teachers (ELIRT), bilingual instructional assistants and other centralized staff dedicated to supporting our English Learners, including Long Term English Learners. Additional resources were provided to improve the percentage of our Long Term English Learners (LTEL) and At Risk Long Term English Learners (ARLTEL) that had not demonstrated English proficiency and had not reclassified. Through these actions staff was provided additional professional development on strategies to support and improve services for English Learners including Long-Term English Learners. This action also funded the multiliteracy awards and reclassification award ceremonies.

Action 1.7-Curriculum Teachers on Special Assignment (TOSA): This action was fully implemented and provided two (2) curriculum teachers on special assignment (TOSA) for elementary curriculum and instruction and two (2) for secondary with curriculum expertise that provided ongoing professional development and support for classroom teachers as they implemented high quality first instruction. At the elementary level, the Curriculum TOSA provided training through professional learning rotations and individualized coaching by level. At the secondary level, the Curriculum TOSA provided training during our non-student days, school site rotations and during scheduled PD Fridays. Additionally, they facilitated multiple sessions of District PLC, supported the site department chairs and facilitated improvement science projects focused on the communication between general education and special education teachers. The Curriculum TOSA also participated in nearly 400 learning walks to monitor implementation of the actions they provided training on.

Action 1.8-Special Education Teachers on Special Assignment (TOSA): This action was fully implemented and provided two (2) Special Education Teachers on Special Assignment (TOSA) who provided supplemental support to teachers as they implemented specific evidence based instructional strategies during quality first instruction that are identified to support our Students with Disabilities (SWD). The Special Education TOSAs also provided internal expertise and supported teachers to implement various instructional strategies, designated supports and scaffolds that align with Individual Education Plans (IEP) and accelerated student learning. The Special Education TOSA provided over 450 coaching sessions, nearly 100 training sessions and participated in around 80 walk through visits. Based on survey and feedback data from the various services provided, the majority of teachers were extremely positive about the support they received, liked the individualized and personalized attention and the information was relevant to the work they were doing to support students.



**Action 1.9-Professional Growth Opportunities Through Specialized Conferences:** This action was partially implemented and provided growth opportunities to identified teachers and support staff through specialized conferences, workshops and other training opportunities in order to improve knowledge and internal capacity to address the needs of our students. The reason it was partially implemented is because there was less conference attendance than originally planned. Specialized conferences in the areas of ERWC, AVID, Science of Reading, History and STEAM were provided this school year.

**Action 1.10-Support Job Embedded Professional Development Rotations:** This action was fully implemented and provided embedded professional development rotations at each school including substitute coverage and consultants to enable individual teachers and teams to engage in training and opportunities to co-plan, model, observe and reflect on effective instructional practices. The professional development rotations at each school were designed to focus on improving how teachers implement specific evidence based strategies embedded within quality first instruction. Residents subs and additional daily substitute coverage were utilized to provide ongoing professional development to teachers in foundational reading and district adopted curriculum.

**Action 1.11-Extra Duty to Support Professional Growth Opportunities:** This action was partially implemented and provided extra duty to support professional growth activities that needed to be held outside of the regular work day. Not all professional learning can be embedded into the classroom, which requires that teachers and support staff participate in workshops and other training after the instructional day or outside of the school year calendar. Funding for extra duty extended and increased opportunities for teachers and support staff to participate in ongoing professional growth in areas such as ELA, math, English Learner progress monitoring, writing and foundational reading. The reason this action was partially implemented was because there was less extra duty provided than originally budgeted due to low attendance at various voluntary professional development opportunities.

**Action 1.12-Assessment and Data Analysis Support:** This action was fully implemented and provided additional assessment and data analysis support, resources, and staff that determined whether or not the implementation of supplemental actions improved student outcomes. Additional assessment and data analysis support allowed the District to progress monitor implementation as well as measure student achievement throughout the school year while also supporting schools in analyzing their data to adapt instructional practices.

**Action 1.13-Foundational Literacy Support, including dyslexia:** This action was partially implemented and provided foundational literacy support through a supplementary curriculum, additional screening tools and implementing specific instructional strategies connected to the science of reading that improved the percentage of students that demonstrated proficiency in foundational reading skills. The reason it was partially implemented is because while the District provided extensive support for foundational reading, it was primarily provided through more restrictive federal funding. This action was originally intended to provide for purchasing a reading screener and providing training in its use, which will not occur until the beginning of the 2025-2026 school year.

**Action 1.14-Intervention and Credit Recovery:** This action was fully implemented and provided additional opportunities for students to demonstrate proficiency and earn credits toward graduation through supplemental intervention programs, courseware and extended learning time that occurred during intersession or the summer program. During last year's high school summer program, students completed and earned credits in 767 courses. This was an increase of nearly 150 courses from the prior summer program.

**Action 1.15-Additional Leadership Coaching and Support:** This action was fully implemented and provided additional leadership coaching and support in data analysis to identify any root causes that were impacting improving school wide outcomes for any schools that were

performing in the red in an academic area on the California School Dashboard. Although a non-contributing action item due to being funded through more restricted federal funds, individualized leadership coaching was provided to all of our school sites and additional support for designated schools.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: This action was not implemented due to change in leadership at the identified school to work with Riverside County Office of Education to support activities related to our Differentiated Assistance for Students with Disabilities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1- Supplemental materials and resources: The original budgeted amount for this action was \$525,000 but the actual expenditures were \$355,000. The \$170,000 material difference occurred primarily because there was less need for supplemental materials to support Wonders and Eureka at the elementary level than originally anticipated.

Action 1.2-Supplemental Educational Technology Software Licenses: The original budgeted amount for this action was \$814,982 but the actual expenditures were \$381,795. The \$433,187 material difference occurred because there were two programs that were already in a multiple year contract that did not need to be renewed during the 2024-2025 school year. Additionally, there was a third program that was identified as more appropriate for a restricted funding source.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: The original budget amount for this action was \$1,226,296, but the actual expenditures were \$978,252. The \$248,043 material difference occurred because the expenditures to support International Baccalaureate were lower than originally anticipated.

Action 1.4-Career Technical Education Programs: The original budget amount for this action was \$2,022,421, but the actual expenditures were \$1,745,188. The \$277,233 material difference occurred because of a decision to reduce our contract with the Riverside County Office of Education, originally for four (4) CTE teachers down to only three (3) due to a change in personnel and pathways being provided that were producing completers. Additionally, the expenditures for CTE supplemental materials and supplies were less than originally budgeted.

Action 1.5-Non-Traditional Educational Opportunities: The original budget amount for this action was \$11,863,549, but the actual expenditures were \$9,323,095. The \$2,540,453 material difference occurred because the projected cost of all the staff members was higher than the actual expenditures. Additionally, the District utilized remaining Learning Recovery funds to pay for the staff at San Jacinto Technology Institute.

Action 1.6-Supplemental Resources to Support English Learners: The original budget amount for this action was \$1,152,967, but the actual expenditures were \$1,072,738. The \$80,229 material difference occurred due to an extended leave of absence for one of the staff members designated to provide services.

Action 1.7-Curriculum Teachers on Special Assignment (TOSA): There were no significant material differences between the budgeted and actual expenditures.

Action 1.8-Special Education Teachers on Special Assignment (TOSA): There were no significant material differences between the budgeted and actual expenditures.

Action 1.9-Professional Growth Opportunities Through Specialized Conferences: The original budget for this action was \$325,000, but the actual expenditures were \$149,363. The \$175,637 in material difference occurred because fewer staff members participated in specialized conferences as originally planned due to other professional development priorities.

Action 1.10-Support Job Embedded Professional Development Rotations: The original budget for this action was \$2,814,560, but the actual expenditures were \$2,401,208. The \$413,352 in material difference occurred because we provide fewer resident subs than originally budgeted for each of our school sites.

Action 1.11-Extra Duty to Support Professional Growth Opportunities: The original budget for this action was \$720,000, but the actual expenditures were \$424,800. The \$295,200 in material difference occurred because we had anticipated a higher number of elementary teachers would participate in the Language Essentials for Teachers of Reading and Spelling (LETRS) training focused on the science of reading. The reason for fewer teachers participating is because the District utilized federal funding to provide for internal teachers to provide specialized training on structured literacy to all of our Kindergarten through Grade 2 teachers through four (4) coaching rotations. The change in professional development model allowed the District to expedite what would have been a two year process to train teachers through LETRS into one year.

Action 1.12-Assessment and Data Analysis Support: The original budget for this action item was \$2,071,239, but the actual expenditures were \$2,839,031. The \$767,792 in material difference was due to the District paying for the three year iReady contract in advance in order to take advantage of additional savings.

Action 1.13-Foundational Literacy Support, including dyslexia: The original budget for this action was \$450,000, but the actual expenditures were \$31,505. The \$418,495 in material difference was due to the adjusted timeline of the District identifying and providing for a foundation reading screener.

Action 1.14-Intervention and Credit Recovery: There were no significant material differences between the budgeted amount and actual expenditures.

Action 1.15-Additional Leadership Coaching and Support: There were no significant material differences between the budgeted amount and actual expenditures.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: The original budgeted amount for this action item was \$100,000 which was originally intended to support substitute costs and other expenses related to professional growth activities to support a fully inclusive model at one of our elementary schools. Due to a change in leadership, the action was paused and is scheduled to resume during the 2025-2026 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1- Supplemental materials and resources: While the District recognized the need for supplemental materials to support instruction, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts and maintained by -0.7 points in Mathematics.

Action 1.2-Supplemental Educational Technology Software Licenses: While the District recognized the ongoing need for supplemental educational technology software licenses, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: While the District recognizes the ongoing need to provide supplemental programs and staff for CCI, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined 2.4% in the College and Career Indicator. However, this action was partially effective in supporting progress toward our goal because the African American (+5.3%), Homeless (+3.5%) and White (+5.5%) student groups all increased their percentage of students prepared.

Action 1.4-Career Technical Education Programs: This action was partially effective in supporting progress toward improving the number and percentage of students completing a Career Technical Education pathway. After four years of increases in the number and percentage of completers, the District had a slight decrease based on the 2024 CTE Pathway Completion Report. However, the percentage of students that met the UC/CSU requirements while also completing a pathway increased from 28.8% to 31.9%. Based on our internal progress monitoring of CTE completers, we anticipate continued growth during the 2025-2026 school year.

Action 1.5-Non-Traditional Educational Opportunities: This action was partially effective in supporting progress toward improving the desired metrics because the non-traditional educational opportunities performed higher than our traditional schools. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator. However, students at Edward Hyatt WLA were 32.2 points below standards in ELA and 54.2 points below standard in mathematics. Students at SJLA were 15.6 points above standard in ELA, 54.9 points below standard in mathematics and 55.9% on the ELPI. Students at SJTI were 37.5 points below the standard in ELA and 79.8 points below standard in mathematics. This data indicates that students attending our non-traditional educational opportunities performed better in ELA, Math and English Learner Progress than students attending our other schools. At SJLA, our English Learners increased in both ELA and Math and increased their progress toward learning English.

Action 1.6-Supplemental Resources to Support English Learners: This action was partially effective in supporting progress toward increasing the desired metrics because there were individual schools that showed growth in their ELPI, even though the overall District declined. Based on the most recent California School Dashboard, the District declined in the percentage of English Learners making progress to 43.7%. However, while the District showed an overall decline of 7.5%, there were five individual schools that maintained or demonstrated growth in the percentage of English Learners making progress.

Action 1.7-Curriculum Teachers on Special Assignment (TOSA): While the District recognized the ongoing need for supplemental certificated teachers on special assignment to support implementation of quality first instruction, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator. However, our implementation data showed an increase in the percentage of teachers providing quality first instruction utilizing our core adopted materials as designed. Considering that the most recent dashboard data is from the 2023-2024 school year, we will continue to monitor effectiveness for an additional academic year.

Action 1.8-Special Education Teachers on Special Assignment (TOSA): While the District recognizes the ongoing need for providing two (2) Special Education Teachers on Special Assignment (TOSA) to support instruction for our Students with Disabilities, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District maintained with -1.6 points in English Language Arts, maintained by 2.8 points in Mathematics, and maintained with -1.3% in the College and Career Indicator. In each of these metrics, Students with Disabilities scored significantly lower than their general education peers which clearly indicates an ongoing need for additional support in our District. However, our implementation data showed an increase in the percentage of teachers providing quality first instruction utilizing our core adopted materials as designed. Considering that the most recent dashboard data is from the 2023-2024 school year, we will continue to monitor effectiveness for an additional academic year.

Action 1.9-Professional Growth Opportunities Through Specialized Conferences: While the District recognized the ongoing need for professional growth through specialized conferences to support implementation of quality first instruction, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator.

Action 1.10-Support Job Embedded Professional Development Rotations: While the District recognizes the ongoing need for professional growth through specialized conferences to support implementation of quality first instruction, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator. However, our implementation data showed an increase in the percentage of teachers providing quality first instruction utilizing our core adopted materials as designed. Considering that the most recent dashboard data is from the 2023-2024 school year, we will continue to monitor effectiveness for an additional academic year.

Action 1.11-Extra Duty to Support Professional Growth Opportunities: While the District recognized the ongoing need to provide extra duty to support targeted professional growth activities, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator. The majority of our professional development was targeted toward Kindergarten through Grade 2 teachers, which do not contribute to our dashboard data. However, internal data indicates that our focus on structured literacy is having a positive impact, even though it was not provided through LCAP funds.



Action 1.12-Assessment and Data Analysis Support: While the District recognizes the ongoing need to provide additional staff and resources to support assessing student achievement, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator. However, this action has been effective at providing more internal formative data that aligns to the growth model measuring the distance from standard like the California School Dashboard. Through the development of customized reports and utilizing various assessment tools, the District has been able to identify specific areas of growth, including being able to identify where unduplicated students or students on an IEP are improving at an accelerated rate compared to their peers. The work done by the assessment team is essential to supporting improving quality first instruction at all levels.

Action 1.13-Foundational Literacy Support, including dyslexia: While the District recognizes the ongoing need to provide foundational literacy support, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts. However, the primary focus area for this action was not in the grade levels assessed with the CAASPP. According to our internal progress monitoring data, the District has observed significant gains in phonological awareness, phonics and high frequency words. Our internal data also indicates increased growth when students have remained with the District for more than one year. The data also indicates that English Language Learners and Students With Disabilities are improving at a faster rate than their general education peers.

Action 1.14-Intervention and Credit Recovery: While the District recognizes the ongoing need to provide intervention and credit recovery, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined 2.4% in the College and Career Indicator. However, this action was partially effective in supporting progress toward our goal because the African American (+5.3%), Homeless (+3.5%) and White (+5.5%) student groups all increased their percentage of students prepared. However, this action was effective at providing an opportunity for students to complete and earn credits in 767 courses during the 2024 summer program. Since the majority of the students that earned credits were not in the graduating class, the District will continue to monitor if this action contributes to a higher percentage of students meeting college and career readiness in the upcoming academic year.

Action 1.15-Additional Leadership Coaching and Support: While the District recognizes the ongoing need for professional growth through additional leadership coaching and support, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: While the District recognizes the ongoing need for professional growth on specific evidence based strategies to support implementation of quality first instruction for our Students with Disabilities, this action alone does not demonstrate improvement in the desired metrics. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator. However, the District continues to be designated for Differentiated Assistance for Students With Disabilities and will need to proceed with targeted support in the 2025-2026 school year.



A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes were made to the metric 1.8 baseline data to include SED rate. The Data Source for Metric 1.10 was changed from Dataquest to CA Dashboard Additional Reports to correct the error in data source and correct the year. Data Sources were added to the metrics.

Action 1.1- Supplemental materials and resources: Due to a surplus in supplemental materials and due to this action not being effective, the District will be eliminating Action 1.1. The budget will be reallocated to Action 1.13 to support tiered reading intervention at the elementary level.

Action 1.2-Supplemental Educational Technology Software Licenses: This action item will continue in 2025-2026 with an intentional reduction in the number of supplemental programs being reduced to only those most essential to supporting the core adoption and quality first instruction. Funds identified through a reduction in the budget will be allocated to Action 1.13 to support positions at our elementary schools to provide direct reading intervention to identified students.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: Based on this analysis, the District will continue this action for the 2025-2026 school year with a continued focus on improving college and career readiness for the student groups performing in the red according to the 2024 California School Dashboard.

Action 1.4-Career Technical Education Programs: Based on this analysis, the District will continue this action for the 2025-2026 school year with a budget adjustment for the reduced contract with Riverside County Office of Education for only three (3) contract teachers.

Action 1.5-Non-Traditional Educational Opportunities: Based on this analysis and because the action was effective for the identified schools, the District will continue this action for the 2025-2026 school year.

Action 1.6-Supplemental Resources to Support English Learners: Based on this analysis and because there were individual schools that showed growth, the District will continue this action for the 2025-2026 school year.

Action 1.7-Curriculum Teachers on Special Assignment (TOSA): Based on this analysis, the District will continue this action for the 2025-2026 school year with a continued focus on supporting classroom teachers to implement quality first instruction as designed.

Action 1.8-Special Education Teachers on Special Assignment (TOSA): Based on this analysis, the District will continue this action for the 2025-2026 school year.

Action 1.9-Professional Growth Opportunities Through Specialized Conferences: Based on this analysis, the District will continue this action for the 2025-2026 school year with a continued focus on how to support unduplicated students in ELA, Math, language development and college readiness.

Action 1.10 -Support Job Embedded Professional Development Rotations: Based on this analysis, the District will continue this action for the 2025-2026 school year with an additional reduction in the number of resident subs provided per school site. Funds identified through a reduction in the budget will be allocated to Action 1.13 to support positions at our elementary schools to provide direct reading intervention to identified students.

Action 1.11-Extra Duty to Support Professional Growth Opportunities: Based on this analysis, the District will continue this action for the 2025-2026 school year with a reduction in the budgeted amount for extra duty due to fewer teachers participating in the LETRS training. Funds identified through a reduction in the budget will be allocated to Action 1.13 to support positions at our elementary schools to provide direct reading intervention to identified students.

Action 1.12-Assessment and Data Analysis Support: Based on this analysis, the District will continue this action for the 2025-2026 school year while making a budget adjustment due to the increased year 1 expenditure for iReady.

Action 1.13-Foundational Literacy Support, including dyslexia: Based on this analysis, the District will continue with this action for the 2025-2026 school year. However, based on our internal data and on feedback provided through our engagement with community partners, the District will be expanding this action item to demonstrate a more comprehensive approach to supporting literacy at the elementary level. Through an adjustment to the budget of other Goal 1 Action Items, the District will provide eight (8) Multi-Tiered System of Support (MTSS) Teachers that will focus on Tier 2 and Tier 3 reading intervention at the elementary level.

Action 1.14-Intervention and Credit Recovery: Based on this analysis, the District will continue with this action for the 2025-2026 school year.

Action 1.15-Additional Leadership Coaching and Support: Based on this analysis, the District does not plan to continue with this action for the 2025-2026 school year. However, based on year end data and the projected dashboard data, the District does intend to provide tiered support to individual school leaders based on current need.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: Based on this analysis, the District will continue with this action for the 2025-2026 school year and will support a designated school based on the 2025 California School Dashboard.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental materials and resources (For 2025-26 this action will be removed)		\$0.00	
1.2	Supplemental Educational	Provide supplemental educational technology programs that support high quality first instruction, are engaging to students and support learning. Supplemental educational technology programs are provided to support	\$376,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Technology Software Licenses	students accessing information as well as learn essential technology skills to be successful in our modern society. Educational Technology is also essential to support students develop the learning skills, also known as the 'Four Cs' of 21st century learning which includes critical thinking, communication, collaboration and creativity. Additionally, students learn digital citizenship skills such as online safety, productivity and leadership and improve their media literacy skills.		
<b>1.3</b>	Supplemental Programs and Staff to Improve College and Career Readiness	<p>Provide supplement programs and staff that support one or more of the 11 measures approved college and career readiness indicators to improve access for our students. By developing additional courses and providing staff for these supplemental programs and services, the District will be able to offer more choice for students, which will then provide more opportunities for students to demonstrate readiness for success after graduation. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action is also to increase the percentage of Students with Disabilities (SWD) demonstrating readiness for college and career after graduation.</p> <p>*This action will support all students at Mt. View High School and Mountain Heights Academy, as well as support Socioeconomically Disadvantaged students at Mountain Heights Academy's and Mountain View High School in exiting the red performance level on College and Career Indicators. Additionally, this action will assist Mountain View High School in moving the following student groups out of the red performance level for CCI: English Learners, Hispanic students, Homeless students, Student With Disabilities.</p>	\$961,263.00	Yes
<b>1.4</b>	Career Technical Education Programs	Provide supplemental programs and staff to expand Career Technical Education (CTE) that will increase the opportunities for students to complete at least one pathway. Career Technical Education is program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. This	\$1,755,033.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>action funds CTE Administrative support, additional CTE staff and CTE equipment and materials.</p> <p>This action will support all unduplicated student groups. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action is also to increase the percentage of Students with Disabilities (SWD) demonstrating readiness for college and career after graduation because completing a CTE pathway is one of the 11 approved measures included in the California School Dashboard.</p>		
1.5	Non-traditional Educational Opportunities	<p>Provide non-traditional educational opportunities for families seeking a different learning environment or that want specialized curriculum or services for their children. The District will continue to provide separate schools that specialize in dual language immersion, leadership, online and blended learning or early college courses. This action is inclusive of San Jacinto Leadership Academy, Hyatt World Language Academy, San Jacinto Middle College, and San Jacinto Technology Institute.</p> <p>*This action will support all schools, including the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), SWD at Park Hill Elementary for ELA, San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School-Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA),</p>	\$11,484,516.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Mountain View High School--Socioeconomically Disadvantaged students (ELA & Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA & Math), Student With Disabilities (ELA & Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.		
1.6	Supplemental Resources to Support English Learners	<p>In SJUSD English Learners, including Long Term English Learners are enrolled in Structured English Immersion to support their language acquisition. SJUSD will provide supplemental resources including English Learner Instructional Resource Teachers (ELIRT), bilingual instructional assistants and other centralized staff dedicated to supporting our English Learners, including Long Term English Learners. Additional resources will be provided to improve the percentage of our 348 Long Term English Learners (LTEL) and 279 At Risk Long Term English Learners (ARLTEL) that have not demonstrated English proficiency and have not reclassified. Through this actions staff will be provided additional professional development on strategies to support and improve services for English Learners including Long-Term English Learners. This action will also fund the multiliteracy awards and reclassification award ceremonies.</p> <p>*This action will support sites who are at the lowest performance level for ELPI: DeAnza Elementary School, Megan Cope Elementary School and San Jacinto Technology Institute. Additionally this action will support the following schools in removing English Learners out of the red performance level--Estudillo Elementary School (ELA), Monte Vista Middle School (Math &amp; ELA), North Mountain Middle School (ELA), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary School (ELA &amp; Math), San Jacinto High School (Math &amp; ELA), and San Jacinto Leadership Academy (Math).</p>	\$1,477,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will also help move English Learners in SJUSD to move out of the red performance level for ELA and Math.		
1.7	Curriculum Teachers on Special Assignment (TOSA)	<p>Provide for four (4) Teachers on Special Assignment (TOSA) with curriculum expertise to provide ongoing professional development and support for classroom teachers as they implement high quality first instruction.</p> <p>*This action will assist in moving Homeless and Students With Disabilities out of the red performance level for ELA and Math. This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student</p>	\$656,766.00	Yes



Action #	Title	Description	Total Funds	Contributing
		groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.		
1.8	Special Education Teachers on Special Assignment (TOSA)	Provide two (2) Special Education Teachers on Special Assignment (TOSA) to be able to provide supplemental support to teachers in implementing specific evidence based instructional strategies during quality first instruction that are identified to support our Students with Disabilities (SWD). The Special Education TOSA also provide internal expertise and support teachers to implement various instructional strategies, designated supports and scaffolds that align with Individual Education Plans (IEP) and accelerate student learning. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action is also to increase the percentage of Students with Disabilities (SWD) demonstrating proficiency meeting grade level expectations in English Language Arts and Mathematics.	\$340,117.00	No
1.9	Professional Growth Opportunities Through Specialized Conferences	<p>Provide professional growth opportunities to identified teachers and support staff through specialized conferences, workshops and other training opportunities in order to improve knowledge and internal capacity to address the needs of our students.</p> <p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA),</p>	\$354,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hispanic students (ELA & Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA & Math), English Learners (ELA & Math), Student With Disabilities (ELA & Math), Hispanic students (ELA & Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA & Math), Monte Vista Middle School--English Learners (ELA & Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA & Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA & Math), Student With Disabilities (ELA & Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.		
<b>1.10</b>	Support Job Embedded Professional development Rotations	Support embedded professional development rotations at each school including substitute coverage and consultants to enable individual teachers and teams to engage in training and opportunities to co-plan, model, observe and reflect on effective instructional practices . The professional development rotations at each school are designed to focus on improving how teachers implement specific evidence based strategies embedded within quality first instruction.	\$1,736,437.00	Yes
<b>1.11</b>	Extra Duty to Support Professional Growth Activities	Provide extra duty to be able to support professional growth activities that need to be held outside of the regular work day. Not all professional learning can be embedded into the classroom, which requires that teachers and support staff participate in workshops and other training after the instructional day or outside of the school year calendar. By providing funding to provide extra duty support we extend and increase opportunities for teachers and support staff to participate in professional growth.	\$287,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		
1.12	Assessment and Data Analysis Support and Resources	Provide additional assessment and data analysis support, resources, and staff to determine whether or not the implementation of supplemental actions is improving student outcomes. Additional assessment and data analysis support will allow the District to progress monitor implementation	\$1,672,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>as well as measure student achievement throughout the school year while also supporting schools in analyzing their data to adapt instructional practices.</p> <p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		

Action #	Title	Description	Total Funds	Contributing
1.13	Foundational Literacy Support, Including Dyslexia	<p>Provide foundational literacy support through a supplementary curriculum, additional screening tools and implementing specific instructional strategies connected to the science of reading to improve the percentage of students that demonstrate proficiency in foundational reading skills. In 2025-26 MTSS Support Specialist will be funded through this action and will provide tiered literacy support at the elementary level.</p> <p>*This action support the following schools who are in the red for ELA: Park Hill Elementary School (ELA), San Jacinto Elementary (ELA) Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA ), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA), English Learners (ELA), African American students (ELA), Hispanic students (ELA), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA), English Learners (ELA), Student With Disabilities (ELA), Hispanic students (ELA). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students.</p>	\$1,819,683.00	Yes
1.14	Intervention and Credit Recovery	<p>Provide additional opportunities for students to demonstrate proficiency and earn credits toward graduation through supplemental intervention programs, courseware and extended learning time that occurs during intersession or the summer program. The programs and extended learning time will be provided throughout the District.</p> <p>*This action will assist SJHS in improving graduation rates for Students With Disabilities. SJHS is in red for graduation rates for SWD.</p>	\$180,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Additional Leadership Coaching and Support (For 2025-26 this action will be removed)		\$0.00	
1.16	Evidence Based Strategies for Designated Student Groups in the Red	<p>Provide specific evidence based strategies to embed into Quality First Instruction that support SJUSD's English Learners, Homeless, Students with Disabilities and African American students in Differentiated Assistance (SWD; Homeless). These student groups were identified based on scoring at the lowest performance level throughout the District in both English Language Arts (ELA) and Mathematics as reported on the 2023 California School Dashboard.</p> <p>*This action will assist in moving Homeless students and Students With Disabilities out of the red performance level for ELA and Math. This action supports the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students</p>	\$25,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>(Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Engagement: Engage students and parent/guardians by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued and empowered to succeed academically, socially, and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>SJUSD is committed to cultivating an environment where every student thrives academically, socially, emotionally, and behaviorally. The student, parent/guardian engagement goal was created to align with the California State Public School Accountability model, addressing the following state priorities: Priority 3-Parental Involvement, Priority 5-Pupil Engagement, Priority 6-School Climate, and Priority 8-Other Pupil Outcomes. Using a Multi-Tiered System of Support this goal addresses the metrics on the California Dashboard. According to the Fall 2023 student survey data 66% of students in grades 3-5 responded favorably to having a sense of belonging and 30% of secondary students responded favorably to having a sense of belonging. Upon examining SJUSD suspension rates in 2023 3.1% of students were suspended at least once which is an increase from the previous year. The chronic absenteeism rate was 32.4% (CA Dashboard 2023). The graduation rate for SJUSD in 2023 was 91.5%.</p> <p>This goal was developed to provide an educational setting where students not only learn but also thrive. SJUSD believes in order to fully engage students we must:</p> <p>1) Foster a positive school culture/climate prioritizing the holistic development of each student, addressing their cognitive, social, emotional, and physical needs. By nurturing an environment that is safe, caring, trusting, culturally responsive, inclusive, and respectful, we create a foundation for student growth and achievement. By fostering positive school culture/climate SJUSD can eliminate barriers to attendance and ensure that every student has the opportunity to reach their full potential.</p> <p>2) Create an engaging educational setting by fostering supportive relationships where students are supported and connected to their school community. SJUSD will provide social emotional learning and support to ensure that every student has the opportunity to reach their full potential. Strong relationships among students, staff, and families are at the core of student engagement. When students feel supported and valued, they are more likely to engage in learning, take academic risks, and contribute positively to the school community.</p>
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3) Parent and Family Engagement--SJUSD is dedicated to ensuring that all parents and families are active participants in their child's education. SJUSD recognizes the importance of culturally appropriate and linguistically accessible supports and resources to empower families to be engaged partners in the educational process. By providing opportunities for input, collaboration, and involvement, SJUSD will strengthen the bond between home and school, ultimately enhancing student achievement and well-being.

The actions in goal 2 will help SJUSD reach their engagement goal. The actions in this goal are designed to strengthen systems which is inclusive of having a comprehensive Multi-Tiered System of Support for Attendance, Behavior, and Social/Emotional. The actions also support and strengthen each site's school safety plan, and focuses on developing a comprehensive plan to increase parent/family engagement, as well as ensuring that the SJUSD equity plan is implemented. Through these actions SJUSD is confident that students and parents will be more engaged and will result in improved outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Programs and services developed and provided to unduplicated pupils. Data Source:  Panorama Student Social Emotional Learning Survey Fall 2023-24	66% of students in grades 3-5 responded favorably to having a sense of belonging at school	66% of students in grades 3-5 responded favorably to having a sense of belonging at school Data Source:  Panorama Student Social Emotional Learning Survey Fall 2024		87% of students in grades 3-5 responded favorably to having a sense of belonging at school	0.0% change
2.2	Programs and services developed and provided to students with exceptional needs.  Data Source: Panorama Student Social Emotional	30% of students in grades 6-12 responded favorably to having a sense of belonging at school	34% of students in grades 6-12 responded favorably to having a sense of belonging at school		75% of students in grades 6-12 responded favorably to having a sense of belonging at school	+4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning Survey Fall 2023-24		Panorama Student Social Emotional Learning Survey Fall 2024			
2.3	<p>Suspension Rates, Students who have been suspended at least one day.</p> <p>Data Source: California School Dashboard 2023</p>	ALL: 3.1% EL: 3.0% SWD: 5.7% SED: 3.3% HOM: 5.9% FY: 7.8% HI: 2.8% AI: 5.6% AS: 0.0% AA: 5.7% FI: 1.3% PI: 0.0% 2+: 3.4% WH: 3.3%	ALL: 3.3% EL: 3.0% SWD: 5.1% SED: 3.4% HOM: 6.3% FY: 7.3% HI: 3.1% AI: 3.9% AS: 0.0% AA: 5.7% FI: 0.0% PI: 0.0% 2+: 2.2% WH: 4.1% LTEL: 6.7%  Data Source: California School Dashboard 2024		ALL: 1.5% EL: 1.4% SWD: 4.1% SED: 1.7% HOM: 4.3% FY: 6.2% HI: 1.2% AI: 0.0% AS: 0.0% AA: 4.1% FI: 0.0% PI: 0.0% 2+: 1.8% WH: 1.7%	ALL: +0.2 % EL: 0.0% SWD: -0.6% SED: +0.1% HOM: +0.4% FY: -0.5% HI: 0.3% AI: -1.7% AS: 0.0% AA: 0.0% FI: -1.3% PI: 0.0% 2+: -1.2% WH: +0.8%
2.4	<p>Expulsion Rates</p> <p>Data Source: DataQuest 2022-23</p>	ALL: 0.1% EL: 0.1% SWD: 0.2% SED: 0.1% HOM: 0.0% FY: 0.0% HI: 0.1% AI: 0.6% AS: 0.0% AA: 0.3% FI: 0.0% PI: 0.0%	ALL: 0.2% EL: 0.1% SWD: 0.2% SED: 0.1% HOM: 0.3% FY: 0.0% HI: 0.2% AI: 0.0% AS: 0.0% AA: 0.4% FI: 0.0% PI: 0.0%		ALL: 0.0% EL: 0.0% SWD: 0.0% SED: 0.0% HOM: 0.0% FY: 0.0% HI: 0.0% AI: 0.0% AS: 0.0% AA: 0.0% FI: 0.0% PI: 0.0%	ALL: +0.1% EL: 0.0% SWD: 0.0% SED: 0.0% HOM: +0.3% FY: 0.0% HI: +0.1% AI: -0.6% AS: 0.0% AA: +0.1% FI: 0.0% PI: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+: 0.0% WH: 0.0%	2+: 0.0% WH: 0.2%  Data Source: DataQuest 2023-24		2+: 0.0% WH: 0.0%	2+: 0.0% WH: +0.2%
2.5	High School Dropout Rate  Data Source: DataQuest 2022-23 4 year adjusted cohort outcome	ALL: 4.3% EL: 13.6% SWD: 6.9% SED: 4.5% HOM: 19.7% FY: 0.0% HI: 3.6% AI: <11 stu AS: <11 stu AA: 8.2% 2+: 0.0% WH: 5.8%	ALL: 4.4% EL: 8.3% SWD: 5.8% SED: 4.3% HOM: 16.7% FY: 17.6% HI: 4.0% AI: <11 stu AS: <11 stu AA: 7.6% 2+: 13.6% WH: 3.5%  Data Source: DataQuest 2023-24		ALL: 1.3% EL: 4.6% SWD: 1.9% SED: 1.5% HOM: 10.7% FY: 0.0% HI: 0.8% AI: <11 stu AS: <11 stu AA: 2.2% 2+: 0.0% WH: 1.8%	ALL: +0.1% EL: -5.3% SWD: -1.1% SED: -0.2% HOM: -3.0% FY: +17.6% HI: +0.4% AI: <11 stu AS: <11 stu AA: -0.6% 2+: +13.6% WH: -2.3%
2.6	Middle School Dropout Rates  Data Source: CALPADS Report 1.12 2022-2023	Total Students: 6	Total Students: 2		Total Students: 0	4 decrease
2.7	School Attendance Rates  Data Source: Schoolzilla 2022-23 Attendance Explorer Report	ALL: 90.8% EL: 91.6% SWD: 90.2% SED: 90.2% HOM: 81% FY: 90.8%	ALL: 92.1% EL: 92.8% SWD: 91.2% SED: 92.2% HOM: 89.5% FY: 93.9%		ALL: 96.8% EL: 97.6% SWD: 96.2% SED: 96.2% HOM: 91% FY: 96.8%	ALL: +1.3% EL: +1.2% SWD: +1.0% SED: +2.0% HOM: +8.5% FY: +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 91.0% AI: 88.7% AS: 93.1% AA: 89.3% FI: 95.0% PI: 88.3% 2+: 91.0% WH: 90.5%	HI: 92.1% AI: 90.6% AS: 94.8% AA: 91.5% FI: 96.2% PI: 88.8% 2+: 92.9% WH: 92.1%		HI: 97.0% AI: 94.7% AS: 97.1% AA: 95.3% FI: 97.0% PI: 94.3% 2+: 97.0% WH: 96.5%	HI: +1.1% AI: +1.9% AS: +1.7% AA: +2.2% FI: +1.2% PI: +0.5% 2+: +1.9% WH: +1.6%
2.8	High School Graduation Rate  Data Source: California School Dashboard 2023	ALL: 91.5% EL: 85.1% SWD: 76.7% SED: 91.3% HOM: 79.4% FY: 91.7% HI: 91.9% AI: <11 stu AS: <11 stu AA: 88.5% 2+: 95.7% WH: 90.8%	ALL: 92.1% EL: 85.3% SWD: 82.3% SED: 92.2% HOM: 82.5% FY: 82.4% HI: 92.8% AI: <11 stu AS: <11 stu AA: 88.8% FI: <11 stu PI: <11 stu 2+: 86.4% WH: 93.1% LTEL: 88.1% Data Source: California School Dashboard 2024		ALL: 97.5% EL: 91.1% SWD: 82.7% SED: 97.3% HOM: 85.4% FY: 97.7% HI: 97.9% AI: <11 stu AS: <11 stu AA: 94.5% 2+: 98.7% WH: 96.8%	ALL: +0.6% EL: +0.2% SWD: +5.60% SED: +0.9% HOM: +3.10% FY: -9.3% HI: +0.9% AI: <11 stu AS: <11 stu AA: +0.3% FI: <11 stu PI: <11 stu 2+: -9.3% WH: +2.3%
2.9	Chronic Absenteeism  Data Source: California Dashboard 2023	ALL: 32.4% EL: 25.7% SWD: 39.4% SED: 34.0% HOM: 63.6% FY: 36.3% HI: 31.3% AI: 44.7% AS: 29.8%	ALL: 24.1% EL: 18.6% SWD: 30.3% SED: 25.5% HOM: 41.5% FY: 22.5% HI: 23.3% AI: 39.3% AS: 12.9%		ALL: 9.9% EL: 3.2% SWD: 16.9% SED: 11.5% HOM: 41.1% FY: 13.8% HI: 8.8% AI: 22.22% AS: 7.3%	ALL: -8.3% EL: -7.1% SWD: -9.1% SED: -8.5% HOM: -22.1% FY: -13.8% HI: -8.0% AI: -5.4% AS: -16.9%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 39.8% FI: 11.1% PI: 55.6% 2+: 38.7% WH: 30.6%	AA: 28.9% FI: 10.7% PI: 64.9% 2+: 25.0% WH: 22.4% LTEL: 22.9% Data Source: California School Dashboard 2024		AA: 17.3% FI: 3.5% PI: 33.1% 2+: 16.2% WH: 8.1%	AA: -10.9% FI: -0.4% PI: +9.30% 2+: -13.7% WH: -8.2%
2.10	Efforts to seek parent input in decision making  Data source: Panorama Family Survey Spring 2023 - 2024 including unduplicated pupils and students with exceptional needs	94% of family members feel satisfied with their child's school experience.	96% of family members feel satisfied with their child's school experience. Data Source: Panorama Family Survey Spring 2024-25		100% of family members feel satisfied with their child's school experience.	+2.0 increase
2.11	Promote Parental Participation.  Data source: Panorama Family Survey Spring 2023 - 2024 including unduplicated pupils and students with exceptional needs"	82% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district	89% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district Panorama Family Survey Spring 2024-25		90% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district	+7.0 increase
2.12	Promote Parental Participation.  Data source:	90% of family members responded favorably that the school provides them information about	93% of family members responded favorably that the		96% of family members responded favorably that the	+3.0 increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Panorama Family Survey Spring 2023 - 2024 including unduplicated pupils and students with exceptional needs"	programs and resources	school provides them information about programs and resources Panorama Family Survey Spring 2024-25		school provides them information about programs and resources	

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1-Implement a Multi-Tiered Attendance Plan: This action was fully implemented. All school sites successfully submitted a Multi-Tiered Attendance Plans, illustrating full district participation and ownership in combating chronic absenteeism. A component of each plan included attendance incentives based on student feedback. At a tier one level the Principal on Special Assignment led a district-wide attendance campaign which enabled school sites to earn a trophy for the highest attendance rate per month. The attendance specialists provided training and support to sites to enable school sites to provide tier 2 support via School Attendance Review Team meetings and Chronic Absentee Review meetings. At a tier 3 level the district attendance team facilitated School Attendance Review Board (SARB) meetings, provided attendance case management for families that needed tier 3 support, and conducted home visits. Estudillo Elementary exemplified a model of success through culturally responsive home visits, restorative practices, and targeted outreach grounded in community values. Record Elementary focused on supporting Tier 3 supports for students, particularly foster youth and students experiencing homelessness, by conducting bilingual home visits and coordinating with the HomeConnect Team to deliver wraparound services. Megan Cope Elementary tackled early chronic absenteeism among primary-grade students through classroom incentives, targeted communication, and collaboration with mental health staff. DeAnza Elementary addressed disparities among African American students and students with disabilities by implementing culturally responsive forums and transportation support, while building morale through inclusive attendance celebrations. Additionally, SJUSD expanded supports for McKinney-Vento and foster youth students through personalized case management, access to transportation, expedited enrollment, and the creation of a Youth Advisory Council to elevate student voice and agency. Implementation data for CART meetings per site for this year as of May 1, 2025 include the following: Number of CART (Chronic Absentee Review Meetings) DeAnza elementary had 26 meetings, Estudillo elementary had 5 meetings, Hyatt World Language Academy had 16, Megan Cope had 66 meetings, Park Hill elementary had 27, Record elementary had 49, San Jacinto elementary had 108 meetings, San Jacinto Leadership Academy had 8 meetings, Monte Vista Middle School had 20 meetings, and North Mountain Middle school had 46 meetings. One challenge for this action is the need to strengthen systems to support sites that have low implementation of CART meetings.

Action 2.2-Implement a Comprehensive School Counseling Program: This action was fully implemented. There is the implementation of a comprehensive, data-driven counseling program across San Jacinto Unified School District. School counselors across all levels employed

targeted, evidence-based interventions aligned with the ASCA National Model and focused on improving outcomes in chronic absenteeism, suspensions, SEL competencies, and graduation rates for student groups identified in the red performance level. School counselors facilitated tier 1 classroom lessons focused on the academic, college/career and social/emotional domains. Targeted small groups, workshops, and check ins were conducted to address reducing chronic absenteeism, suspensions, graduation rates, and SEL competencies. The district's leadership structure for school counseling—including the District TK-12 Lead Counselor and SJHS Lead Counselor—has played a critical role in building coherence and continuous improvement across sites. Their training, coaching, and oversight of site-based closing-the-gap plans have helped sustain a consistent, equity-focused counseling model. Additionally, support staff at SJHS contributed to improved referral systems and intervention delivery.

**Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students:** SJUSD fully implemented this action by hiring and deploying both a full time District Foster Youth School Counselor and a full time Foster Youth/McKinney Vento Family Liaison. These positions were designed to address academic, behavioral, and attendance barriers for Foster Youth students and homeless students. The district foster youth counselor provided individualized counseling, coordination of services with various agencies/resources, progress monitored attendance, behavior, and academics. Additionally the District Foster Youth Counselor facilitated engagement activities such as All is Well Wellness activities, field trips, and helped coordinate the Foster Youth/McKinney Vento Advisory Council. The Foster Youth/McKinney Vento Family Liaison provides support and resources to parents/guardians and assists in coordinating the Foster Youth/McKinney Vento Advisory Council. Additionally the Family Liaison provides ongoing required record keeping, transportation assistance, school supplies, community referrals and new student transition support. Challenges for this action include the fact that the needs are very high, especially for families struggling with homelessness. SJUSD continues to lean on our community partners to help fill these gaps.

**Action 2.4-Implement PBIS and Provide Tiered Behavior Supports:** This action was fully implemented. The two PBIS Teachers on Special Assignment (TOSA) were deployed to provide training and site-based coaching in PBIS, restorative practices, and integration of social-emotional learning (SEL). The PBIS TOSA's provided 50 administrator support meetings, 27 coaching for the PBIS Teams, 23 Professional Development opportunities, 25 individual teacher/staff coaching sessions. The PBIS TOSAs' provided support 38 times to school site's solution based teams. They prioritized support for Monte Vista Middle School (African American students) and San Jacinto High School (English Learners, Homeless, and American Indian students) based on the red suspension indicator. Each school site has a PBIS team. Fall and Spring Tiered Fidelity Inventories were completed at each school site. Although all of our school sites received State PBIS Awards in 2024, after conducting behavior walks in the fall of 2024 the school district saw that not all classrooms were not implementing the evidenced tier 1 behavior practices.

Student Success Room (SSR) Teachers were funded to implement restorative alternatives to suspensions. They implemented activities such as restorative circles, conflict mediation, and Social Emotional Learning Skills instruction to build upon SEL core competencies and accountability skills.

Tier 3 Teachers at Monte Vista Middle School and North Mountain Middle school have been providing case management for students who are in need of intensive support for behavior and Social Emotional Learning. They are able to provide individualized behavior intervention plans and supports. Relevant challenges include ensuring that Check In Check Out is done to fidelity and ensuring that students receive therapeutic supports.

Structured Recess Materials were funded for elementary schools to support positive engagement during lunch and recesses. Six out of our seven elementary schools are implementing structured recess. The challenge with this action item is the fidelity of implementation was impacted at the sites where there was not an assistant principal.

**Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan:** In 2024–25, San Jacinto Unified School District implemented a comprehensive and culturally responsive Parent/Family Engagement Plan through multiple integrated actions. Implementation activities included four Parent University sessions with 19 participants. To address low attendance, the district began planning a hybrid delivery model and earlier scheduling of presenters for the following year. Additionally, 70 parents completed the LECI and Love 4 Life parent workshops—an increase from the prior year. Monthly professional development was offered to all family/community liaisons. The District Translator provided interpretation at 23 key district meetings, including SARB, expulsion hearings, and advisory councils, and translated 56 formal documents such as the LCAP, medical forms, and community resources. The translator also responded to numerous informal translation requests to support real-time family communication. Multiple advisory councils were held for key student groups, including Native, African American, Latino, SPED, and Foster/McKinney-Vento communities.

**Action 2.6-Deans and Elementary Assistant Principals:** The District implemented Action 2.6 by assigning Deans and Elementary Assistant Principals to lead the implementation of a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support (MTSS) designed to address student behavior and improve school climate. These leaders played a central role in ensuring that solution-based teams were functioning effectively and that Positive Behavioral Interventions and Supports (PBIS) were in place at each site. In addition to these responsibilities, elementary Assistant Principals oversaw the Site Equity Task Force Teams and led the development of "Closing the Gap" plans. These plans were created to reduce suspensions and chronic absenteeism among student groups identified as disproportionately affected, including African American students, Students with Disabilities, and Homeless students at several targeted school sites. Implementation varied in quality across sites. While many schools successfully executed their plans and saw positive results, others experienced challenges. The main barrier was a staffing shortage—three elementary schools and one middle school did not have Assistant Principals or a Dean for a majority of the school year. This significantly impacted the implementation of systems at those locations. Schools that did not observe the desired impact have since reflected on their processes and identified the need to improve the fidelity of implementation, which will inform their strategies going forward.

**Action 2.7-Implement Equity Plan:** SJUSD implemented this action by launching the Equity Plan (LCAP) with the purpose of cultivating an inclusive and equitable learning environment across all school sites. A central component is the funding and of a Director of Equity & Access, whose role focused on coordinating the district's equity efforts, ensuring that the LCAP is complete and implemented, facilitating cultural proficiency training, supporting Multi-Tiered Systems of Support (MTSS), and supporting Equity Task Force Teams with the development and execution of site-specific "Closing the Gap" plans. The administrative secretary for the Director provided essential logistical and communication support to the department and school sites. In addition, the District offered a robust calendar of professional development and coaching sessions on topics related to cultural responsiveness and equity in education. This action enabled targeted support for school sites identified with disproportionate outcomes in suspensions and chronic absenteeism, particularly for student groups reflected in the red performance levels on the California School Dashboard. Schools developed and implemented data-informed "Closing the Gap" plans that included identifying root causes and implementing change ideas designed to reduce these disparities. While many sites reported improvements, others encountered challenges, primarily in the consistent and faithful implementation of these plans. Schools that did not experience positive impacts reflected on their strategies and identified adjustments needed for the next year, most notably the need to improve implementation fidelity and enhance ongoing support structures'. A significant implementation barrier was multiple schools did not

have Assistant Principals during much of the school year, which impacted the operationalization of Multi-Tiered Systems of Support and limited leadership capacity at those schools. Despite these challenges, the Director of Equity & Access successfully coordinated multiple districtwide equity initiatives. These included LCAP check-ins, LCAP trainings, three Parent Advisory Council meetings, two town halls, nine student focus groups, and multiple advisory presentations to DELAC, DAC, the Native American Advisory Council, the Special Education Advisory Council, and union leaders. Additionally, monthly staff affinity groups were facilitated (BIPOC and LGBTQ+), and tiered intervention meetings were supported at the district level. The district also hosted its first-ever Youth Equity Symposium, led by students at San Jacinto High School and the San Jacinto Leadership Academy, which served to foster belonging and amplify student voice in shaping equitable practices. The district delivered over 60 training sessions on topics such as cultural proficiency, self-care, trauma informed practices, MTSS, and parent engagement. Resources were provided to recognize cultural and heritage months, and 15 Memoranda of Understanding (MOUs) with community partners were coordinated to expand services aligned with the district's equity goals.

**Action 2.8-Social Emotional Learning Curriculum:** This action was implemented. The SEL curriculum was designed to teach essential competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Elementary schools primarily utilized the Second Step curriculum, with Estudillo Elementary implementing Leader in Me. At the secondary level, Character Strong was the curriculum used districtwide. These programs were selected for their alignment with state SEL teaching standards and their focus on equity and inclusion. This action directly supported district efforts to address disproportionality in suspension data, particularly for specific student groups at sites identified in the red performance level on the California School Dashboard. A key barrier and challenge was the inconsistent delivery of SEL lessons across school sites. As of April 24, 2025 the lesson completion rate for Second Step were the following: Megan Cope Elementary-56%, DeAnza Elementary 64%, Park Hill Elementary 50%, Record Elementary 45%, San Jacinto Technology Institute 19%, and Hyatt World Language Academy 42%. All of the elementary schools had an increase in completion rates compared to first semester. For example, Record Elementary improved from 29% to 45%, and Cope Elementary rose from 18% to 56%. These increases reflect strengthened implementation efforts and increased teacher familiarity and comfort with the curriculum. Estudillo Elementary School fully implemented the Leader In Me curriculum and were able to be awarded Lighthouse status as a result. At the secondary schools Character Strong just recently opened up a tracking feature which will enable SJUSD to monitor Character Strong implementation at the secondary level next school year. To address the issue of continuing to increase SEL lesson completion, the district identified the need to explicitly build SEL instruction time into the master schedule at each elementary school. This structural change is expected to increase lesson consistency and student exposure moving forward.

**Action 2:9-Provide Social/Emotional Well-Being Support:** This action was implemented. The district allocated funds to support Educational Therapists and School Psychologists, who served as key members of site-based Solution-Based Teams and contributed significantly to schoolwide systems of support. Educational Therapists provided targeted mental health services through ERMHS (Educationally Related Mental Health Services), individual and small group counseling, daily check-ins, and crisis response. School psychologists also contributed to SEL and behavioral support as part of the broader MTSS implementation. Implementation data reflects a wide reach of services: 102 students received individual therapy, 71 participated in small group counseling, 238 benefited from daily engagement check-ins, and 138 students received ongoing case management. Additionally, 106 students accessed crisis support, including suicide prevention education and interventions. Professional development efforts included 36 sessions reaching 155 participants across students, staff, and families. These comprehensive supports were documented in Aeries and Penelope systems and included collaboration with school staff and families. The action specifically aimed to improve outcomes for student groups identified in the red performance level for suspension on the California School Dashboard, including African American, Students with Disabilities, English Learners, Homeless, and American Indian students at multiple school sites.



**Action 2.10-African American Student Enrichment Activities:** This action was fully implemented. SJUSD implemented a series of enrichment activities designed to support African American students and their families. This action was part of the District's ongoing commitment to equity and engagement and was directly aligned with the goal of fostering a supportive, inclusive, and culturally responsive environment. The initiative was designed to address the specific needs of school sites identified on the California School Dashboard as having African American students in the red performance level for suspensions, chronic absenteeism, English Language Arts, and mathematics. Targeted schools included Record Elementary, Estudillo Elementary, Monte Vista Middle School, North Mountain Middle School, Park Hill Elementary, San Jacinto Elementary, and San Jacinto High School. Implementation efforts included the coordination and hosting of two elementary student events—Legacy of Kings and Queens—which emphasized leadership development and African American history. These culturally affirming programs were designed to build student identity, leadership capacity, and a sense of belonging. Additionally, SJUSD sponsored student participation in key regional events including the Black Student Leadership Seminar and the African American Empowerment Conference, where students engaged in discussions on college readiness, advocacy, and empowerment. A highlight of the year was the UCAN College Fair trip for seniors, where students had the opportunity to meet directly with university representatives and, notably, earned approximately \$700,000 in scholarships. This not only reinforced college-going mindsets but also demonstrated tangible academic benefits from engagement-focused efforts. The District also facilitated small group SEL enrichment sessions aimed at improving self-awareness, confidence, and interpersonal skills, further supporting the whole-child approach to learning. In partnership with the San Jacinto African American Advisory Council, the District also hosted a Black History Celebration, showcasing student talents, family involvement, and community engagement. This event served as a unifying experience for families and schools, helping to build trust and visibility for African American students' contributions and cultural heritage.

**Action 2.11-Positive Culture/Climate and Safety:** In the 2024–25 school year, the District implemented Action 2.11 to strengthen school culture, climate, and safety through strategic staffing and professional development. This action was designed to enhance inclusive and supportive learning environments, especially at school sites identified on the California School Dashboard as having student groups in the red performance level for suspensions. As part of the implementation, the District funded a dedicated Safety Officer who worked with school sites to develop and refine comprehensive safety plans. These plans emphasized both physical safety and the cultivation of a positive school culture. Campus Aides and Noon Duty Crossing Guards were essential in executing the safety plans by providing behavior interventions and consistent supervision, which contributed significantly to a safer, more structured school environment. At secondary schools, Campus Security staff supported both preventative and responsive safety efforts, reinforcing the school's expectations and positive behavioral supports. Additionally, District staff attended the California Association of Directors of Activities annual conference to bring back strategies aimed at fostering school-wide culture, student leadership, and a sense of belonging. The challenge with this action item is that SJUSD's Safety Officer retired in December and the position has not been filled. An additional challenge is a shortage of substitute coverage for campus aides and security.

**Action 2:12-District Nurses:** This action was fully implemented. District Nurses played a critical role in supporting the health and safety of students through a comprehensive, multi-tiered system of health supports. Key components included the development and dissemination of individualized health plans for students with medical or medication needs, coordination with healthcare providers, and targeted training for a wide range of school personnel including health clerks, teachers, and coaches. The scope of implementation included: Completion of required health assessments (initial, annual, triannual) for students with IEPs. Creation of individualized student health plans in collaboration with healthcare professionals. Trainings for 670 staff members in critical areas such as: Anaphylaxis response and EpiPen administration, G-



tube feeding and specialized care, seizure management, glucagon, and emergency medications, general medication administration, asthma care, diabetes protocols, toileting/hygiene support, Narcan administration and overdose response, and tracheostomy care/suctioning.

**Action 2.13-Activities to promote inclusivity of SWD:** This action was partially implemented. Action 2.13 supported the district's commitment to fostering inclusive environments for Students with Disabilities (SWD) by funding a range of activities aimed at increasing engagement, community connection, and transition readiness. These activities align with Goal 2's broader focus on equity, inclusivity, and cultivating supportive spaces where all students feel valued. In support of this goal, San Jacinto USD implemented key actions including participation in the Riverside County SELPA Transition Fair, where students in Community-Based Instruction (CBI) programs had the opportunity to explore post-secondary educational and career options and learn about supportive services. These real-world experiences contributed to students' understanding of life beyond high school and supported a smoother transition from school to adulthood. The district also deepened its partnership with the Special Education Parent Advisory Committee (SEPAC), working collaboratively to plan inclusive events and restructure the quarterly SEPAC meeting format. In response to accessibility challenges, meetings were offered via Zoom and recorded for families who could not attend live. This shift toward greater flexibility and inclusion helped increase parent participation and strengthened relationships with families of SWD. While the original plan included hosting an inclusive sporting event for SWD, this component was not implemented this year due to staffing and scheduling limitations. However, substantial progress was made during the planning phase. The district identified potential community partners, explored logistical requirements, and outlined inclusive activity options. These foundational steps will allow for full execution of the event in the upcoming school year. One of the major challenges faced was the inability to carry out the inclusive sporting event as scheduled. Despite this, the successful implementation of the transition fair provided meaningful exposure to valuable post-secondary resources for students. The most significant success was the increased engagement with SEPAC. By leveraging virtual access and recorded content, the district removed barriers to participation and created more equitable opportunities for family involvement, marking a positive development in our parent engagement strategies.

**Action 2.14-Public Information Officer:** This action was fully implemented. SJUSD implemented a comprehensive communication strategy through the work of its Public Information Officer (PIO) as part of its broader effort to foster inclusive engagement and strengthen relationships between schools, families, and the wider community. This action supported the District's goal of increasing parent and family engagement by ensuring that all educational partners are well-informed and connected to school and district events, services, and initiatives. The Public Information Officer led the development and execution of a strategic communication plan aimed at improving both the frequency and quality of outreach to families. The plan included coordinated use of multiple platforms to increase accessibility and visibility, including Parent Square, social media, email, and in-person engagement campaigns. This proactive communication approach was designed to increase awareness of academic programs, community resources, and opportunities for involvement.

**Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR):** This action was fully implemented. SJUSD supported the full implementation of the Building Assets Reducing Risks (BARR) program at San Jacinto High School by funding a dedicated BARR Program Coordinator and a BARR School Counselor. This evidence-based whole-school improvement model focuses specifically on ninth grade students, aiming to address developmental, academic, and behavioral challenges that are often most acute during this critical transition year. The BARR program supports student achievement by fostering strong student-teacher relationships, enhancing social-emotional learning, and addressing non-academic barriers such as truancy and behavior. The implementation of BARR included the integration of the model into all ninth-grade subjects. Teachers used the "i-Time" curriculum to deliver weekly SEL lessons, and real-time data systems were used to track student performance and behavior, allowing for timely and targeted interventions. This action was strategically aligned to support improvement for student groups identified in the red performance level on the California School Dashboard.

Specifically, it targeted English Learners, Students with Disabilities, African American students, Socioeconomically Disadvantaged students, Hispanic students, Homeless youth, and American Indian students—across outcomes such as English Language Arts, Mathematics, Graduation Rate, and Suspensions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

SJUSD identified 10% as being a substantive/significant material difference. Additional expenditures were based upon the state adopted budget.

Action 2.1-Implement a Multi-Tiered Attendance Plan: This action was underspent due to the schools choosing attendance incentives that fell below the budgeted amount.

Action 2.2-Implement a Comprehensive School Counseling Program: There were no significant material differences between the budgeted and actual expenditures.

Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students: There is a significant material difference that exceed the budgeted amount due to increasing the Foster Youth/McKinney Vento Family liaison to full time. This is a non-contributing action item (not funded out of the LCAP funds).

Action 2.4-Implement PBIS and Provide Tiered Behavior Supports: There were no significant material differences between the budgeted and actual expenditures.

Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan: There were no significant material differences between the budgeted and actual expenditures.

Action 2.6-Deans and Elementary Assistant Principals: This action was underspent due to not having three elementary Assistant Principals during first semester and not having one elementary Assistant Principal and Middle School Dean during second semester.

Action 2.7-Implement Equity Plan: This action was underspent due a decrease in the number of staff who attended the Excellence Through Equity Conference.

Action 2.8-Social Emotional Learning Curriculum: There were no significant material differences between the budgeted and actual expenditures.

Action 2.9-Provide Social/Emotional Well-Being Support: There were no significant material differences between the budgeted and actual expenditures.

Action 2.10-African American Student Enrichment Activities: This action was underspent due to choosing less expensive food sources for the Black Excellence and Black History Celebration.

Action 2.11-Positive Culture/Climate and Safety: There were no significant material differences between the budgeted and actual expenditures.

Action 2.12-District Nurses: There were no significant material differences between the budgeted and actual expenditures.

Action 2.13-Activities to promote inclusivity of SWD: This action was underspent due to the fact that one of the main events planned were postponed until next school year.

Action 2.14-Public Information Officer: There were no significant material differences between the budgeted and actual expenditures.

Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR): This Action was overspent due to salary increases.

#### A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1-Implement a Multi-Tiered Attendance Plan: This school year SJUSD earned the Model SARB award for their efforts in supporting attendance. This action has promising effectiveness. Data from the 2024 California Dashboard revealed a decline in chronic absenteeism to 24.1%. Based on the 2023 CA Dashboard the Attendance Specialists provided additional coaching and targeted support to the attendance clerks at Estudillo Elementary because they were in the red (lowest performance level) for chronic absenteeism. Student groups in the red at Estudillo Elementary School included: Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, and White students. These groups are no longer in the red based on 2024 CA Dashboard which shows promising effectiveness. The attendance specialists and POSA also provided targeted support and coaching to the attendance clerks at the following sites who have student groups in the red (lowest performance level) based on the 2023 CA Dashboard: Record--African American students, DeAnza-Multiple Races, Megan Cope-White students. Additionally, the attendance specialists provided target support and coaching to attendance clerks at all schools to assist in moving homeless students out of the red performance level for chronic absenteeism in order to exit Differentiated Assistance. Based on the 2024 CA Dashboard these student groups are no longer in the red for chronic absenteeism and SJUSD is out of differentiated assistance for homeless students. Another indicator of success was the fact that SJUSD was recognized this school year with the Model SARB Award for its systemic attendance practices. Although SJUSD has seen a decline in chronic absenteeism there is still work to do to continue to reduce chronic absenteeism rates, with specific student groups such as: English Learners (18.6%), Long-Term English Learners (22.9%), foster youth (22.5%), homeless students (41.5%), and socioeconomically disadvantaged students (25.5%). Based on the 2024 California Dashboard San Jacinto Technology Institute (SJTI) is in the red performance level for chronic absenteeism among English Learners at 25% and socioeconomically disadvantaged students at 37.5%.

Action 2.2-Implement a Comprehensive School Counseling Program: The comprehensive school counseling program in SJUSD demonstrates moderate to high effectiveness in achieving the engagement-related outcomes outlined in Goal 2. School counselors across all levels employed targeted, evidence-based interventions aligned with the ASCA National Model and focused on improving outcomes in chronic absenteeism, suspensions, SEL competencies, and graduation rates for historically underserved student groups. At the elementary

and middle school levels, chronic absenteeism decreased by 8.3% according to the 2024 California Dashboard. While the current absenteeism rate (26.1%) as of April 2025 suggests a rebound from the previous year's improvement, site-level data shows significant gains. DeAnza Elementary reported a 54% decrease in absences among Native, Pacific Islander, and multi-race students. San Jacinto Elementary observed a 4.6% decline in chronic absenteeism alongside improved SEL scores across five domains. SEL growth was also evident in grades 3–5, where four of six core competencies improved in fall and three improved in spring. In terms of behavioral outcomes, districtwide suspensions dropped to 2.5% as of April 2025, down from the 2024 Dashboard rate of 3.3%. While Monte Vista Middle School did not meet its goal of a 20% reduction in suspensions for African American students, the implementation of SEL-based small groups and weekly check-ins laid the groundwork for future progress. San Jacinto Elementary and other sites enhanced student engagement through recognition and incentive systems. At the high school level, targeted supports drove strong results in both academic and engagement metrics. San Jacinto High School (SJHS) reduced the number of 9th-grade F grades in English 1(1) by 27.89%, exceeding its goal. Interventions such as Tiger Talks, bi-weekly check-ins, and SPED-specific restorative supports contributed to these gains. Among students with disabilities, restorative sessions led to a drop from 6 suspensions to 0 for participants during fall, with similar efforts underway in spring. In addition, the Mt. View/Mt. Heights' multilingual support group yielded compelling results in terms of credit recovery and graduation outcomes. Over 18 weeks, students in the 12-week program increased their average credits from 56.6 to 86.25, with 50% graduating, compared to only 28.5% graduation among non-participants. At San Jacinto Leadership Academy's school counselors focused on decreasing then number D grades students got in college preparatory classes to help increase college and career indicators, which had a positive impact. SJLA's school counseling program was awarded the RAMP Award by the National Association of School Counselors for having a Model School Counseling Program. These outcomes indicate the effectiveness of having a comprehensive school counseling program and the effectiveness of targeted, culturally responsive interventions in closing opportunity gaps.

**Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students:** This action demonstrates effectiveness. While foster youth continue to face significant academic and engagement challenges, this action supported increased connection and access to services. According to the 2024 California School Dashboard, Foster Youth in SJUSD had a 22.5% chronic absenteeism rate, which is a 13.8% decrease compared to the previous year. Foster students had a slight decline in suspensions with a 7.3% suspension rate (2024 CA Dashboard).Currently Foster students have a 2.1% suspension rate (schoolzilla). Foster students scored -118.3 points below standard in ELA and -133.1 in Math, which is an area of growth. These outcomes affirm the high-need status of this student group but also highlight the essential nature of this action in providing direct supports. The district's graduation rate for Foster Youth stands at 82.4%, indicating resilience and potential growth through focused intervention. In qualitative feedback, foster youth consistently emphasized the value of having a caring adult who understands their unique needs and provides reliable, ongoing support. The “All Star” planning approach helped individualize goal-setting and monitoring, while engagement events created a sense of connection and inclusion for students and families who often experience instability.

**Action 2.4-Implement PBIS and Provide Tiered Behavior Supports:** This action has promising effectiveness. Each school site within the district has implemented a Positive Behavioral Interventions and Supports (PBIS) team as part of a comprehensive approach to promoting positive behavior and supporting students' social-emotional development. The effectiveness of this action is reflected in both behavioral data and student social-emotional learning (SEL) outcomes. During the Fall 2024 administration of the Student SEL Survey, students in grades 3 through 5 demonstrated growth in four out of the six core SEL competencies. Secondary students in grades 6 through 12 showed increases in all six competencies, indicating strong engagement in SEL instruction. The tiered behavior support system—centered on PBIS, SSR, and Tier 3 interventions—directly addresses the goal's focus on cultivating an inclusive and supportive environment. California School Dashboard reported a maintained suspension rate of 3.3%, reinforcing the district's efforts to reduce exclusionary discipline practices and promote

positive, restorative approaches to behavior management. Suspension rates as of April 2025 are 2.5% lower than the same time last year. Student perception data from fall 2024 Panorama surveys indicated a steady sense of belonging among grades 3–5 (66%) and a 4% increase among students in grades 6–12 (from 30% to 34%). In addition, high-needs student groups—such as English Learners, Homeless students, Foster Youth, and Long-Term English Learners—continue to experience disproportionate suspension and chronic absenteeism rates (e.g., Homeless students at Monte Vista MS with a 13.7% suspension rate per the 2024 Dashboard), validating the need for sustained and expanded tiered supports. Qualitative student feedback from Tier 3 programs illustrates meaningful behavioral improvements and stronger connections with staff. Comments like “I don’t get sent out of class like before” and “They listen to me when I’m mad” demonstrate growth in student self-regulation, engagement, and trust—key indicators of social-emotional development and supportive school climates. At North Mountain Middle School 85% of students in the Tier 3 program responded favorably to the support they received. Behavioral outcome data further supports the impact of PBIS implementation. Additionally, recidivism data from Student Success Rooms, a targeted intervention aligned with Tier 2 and Tier 3 supports, provides insight into the effectiveness of site-level behavior interventions. Monte Vista Middle School reported a recidivism rate of approximately 21%, North Mountain Middle School reported a lower rate of 13.4%, and San Jacinto High School reported a higher rate of 50%. These figures indicate that while middle schools are seeing some success in reducing repeated behavioral incidents, there is a clear opportunity to strengthen interventions and supports at the high school level.

**Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan:** This action is effective, survey data demonstrates that this action is making strong progress toward achieving Goal 2. According to the parent/family survey, 96% of family members reported satisfaction with their child’s school experience—a 2% increase from the previous year. Additionally, 89% of families reported being asked or encouraged to participate in school or district-level decision-making, a 7% increase from the prior year. Similarly, 93% of families said they receive helpful information about school programs and resources, up 3%. These results reflect growing parent trust, outreach, and inclusivity.

**Action 2.6-Deans and Elementary Assistant Principals:** In terms of outcomes, this action demonstrated promising effectiveness in achieving the goal. The Student SEL survey conducted in the fall indicated growth in four out of six core competencies for students in grades 3–5, and all six competencies improved at the secondary level. Suspension data reflected progress: as of April 24, 2025, the district’s suspension rate stood at 2.5%, a decrease from the prior year, and the 2024 California School Dashboard showed a maintained rate of 3.3%. Chronic absenteeism data also revealed improvement, with the 2024 Dashboard reporting a rate of 24.1%, which marked an 8.3% reduction from the previous year. However, the most recent data from April 24, 2025, showed a slight increase to 26.1%, suggesting the need for continued and enhanced efforts in this area.

**Action 2.7-Implement Equity Plan:** This action demonstrated promising effectiveness in supporting districtwide equity initiatives and fostering a more inclusive learning environment. Results from the fall 2024 administration of the Student SEL survey showed growth in four out of six core SEL competencies among students in grades 3–5, and increases across all six competencies at the secondary level. These outcomes suggest that the initial implementation of site-based equity strategies and professional learning contributed positively to students’ social-emotional development. Behavioral data further reflects improvement in school climate. As of April 24, 2025, the district’s suspension rate had declined to 2.5%, down from the previous year and lower than the 3.3% rate recorded on the 2024 California School Dashboard. The sense of belonging data also showed gains, with 66% of students in grades 3–5 and 34% of students in grades 6–12 reporting a favorable sense of belonging in the fall, compared to baselines of 63% and 30%, respectively. Additionally, chronic absenteeism dropped to 24.1% on the 2024 Dashboard, reflecting an 8.3% improvement over the prior year. However, the most current data as of April 2025 showed a slight uptick to 26.1%, highlighting the need for continued and targeted interventions to address attendance barriers. Family engagement data collected through the district’s parent/family survey also reflected meaningful growth. Ninety-six percent (96%) of families expressed



satisfaction with their child's school experience, a 2% increase over the previous year. Further, 89% reported being asked or encouraged to participate in advisory groups or school decision-making, up 6%, and 93% responded favorably to receiving timely and informative communication about school programs and resources, marking a 3% improvement. These results suggest that equity efforts are not only reaching students but also resonating with families and building trust. Additionally, feedback from professional learning sessions focused on cultural proficiency reinforces the strength of this action. Post-training surveys showed that 86% of participants rated the sessions as highly valuable, and 91% indicated they would recommend the training to others. Qualitative feedback underscored the depth of impact these sessions had. Participants shared that the content broadened their perspectives, deepened their understanding of implicit bias, and empowered them to reflect on personal and professional growth. One participant noted, "The content has opened my horizons and changed my perspectives." Another reflected, "The facilitators were genuine and heartfelt, and I felt safe to learn and practice." Collectively, the combination of improved survey data, lowered suspension rates, stronger parent engagement, and powerful professional learning feedback suggest that the Equity Plan is driving meaningful progress. Nonetheless, areas such as secondary SEL development and chronic absenteeism remain priorities for further refinement and targeted support in the upcoming year.

**Action 2.8-Social Emotional Learning Curriculum:** Preliminary indicators suggest this action is moderately effective and has contributed positively to student social-emotional development and school climate. According to the fall 2024 Panorama student SEL survey, students in grades 3–5 showed growth in four out of six core competencies, while secondary students demonstrated growth in all six. Suspension rates decreased districtwide from 3.3% (2024 Dashboard) to 2.5% as of April 2025. These declines suggest that the SEL curriculum, as part of a broader Multi-Tiered System of Support, may be contributing to reductions in exclusionary discipline practices. Student perception data further reinforces this impact. Sense of belonging among grades 3–5 remained steady at 66%, while secondary student belonging increased from 30% to 34%. These gains are particularly meaningful given the action's intent to improve the school experience for historically underserved student groups.

**Action 2.9-Provide Social/Emotional Well-Being Support:** This action has been moderately effective in progressing toward Goal 2. Over 600 students received direct services, and the intervention demonstrated strong integration of crisis response, SEL support, and cross-department collaboration. As of April 2025, local Schoolzilla data indicates a districtwide suspension rate of 2.5%, a decrease from the 3.3% reported on the 2024 CA Dashboard. Student self-reported data from the Panorama survey showed mixed but encouraging results. In grades 3–5, 66% of students reported a favorable sense of belonging in both 2023 and 2024, indicating maintained outcomes. For grades 6–12, the percentage improved from 30% to 34% over the same period. Despite successes, key implementation challenges included staffing shortages due to resignations and unfilled Educational Therapist positions. These shortages led to a prioritization of ERMHS services for students with IEPs, with some general education SEL supports shifted to school counselors. Coordination across staff roles and school sites also presented challenges, and outreach to hard-to-reach families remained an area for improvement. Over 600 students received direct services, and the intervention demonstrated strong integration of crisis response, SEL support, and cross-department collaboration.

**Action 2.10-African American Student Enrichment Activities:** This action was highly successful in creating culturally relevant and empowering experiences for African American students and their families, next steps include expanding access to these opportunities across more grade levels and ensuring follow-up strategies to sustain the momentum of engagement and academic focus. The feedback from students and parents/families on the events were positive. Based on educational partner feedback, parents, students and staff appreciate the Black History Celebration and would like to see similar events continue. The Legacy of Kings and Queens events received positive feedback from parents/guardians, students, and staff who participated in the events. 100% of parents/guardians said they would highly recommend the event to other families and 100% said that the event helped empower their students to reach their goals. Another indicator of success of this



action is the amount of scholarships earned by students who attended the college fair. Students earned approximately \$700,000 of scholarships. The District will continue using Dashboard data and student/parent feedback to inform improvements and guide the design of future enrichment efforts. This work is essential in achieving equitable outcomes and ensuring that every student feels seen, valued, and supported.

**Action 2.11-Positive Culture/Climate and Safety:** This action has demonstrated promising effectiveness. This multifaceted approach led to several encouraging outcomes. According to fall 2024 data from the Student SEL survey, students in grades 3–5 showed improvement in four of six core SEL competencies, and secondary students improved in all six areas, suggesting that the safe and supportive conditions helped reinforce students’ social-emotional development. Suspension data also reflected improvement: as of April 24, 2025, the district’s suspension rate stood at 2.5%, a reduction from the same time the previous school year. The 2024 California Dashboard reported a maintained suspension rate of 3.3%, which reinforces the stability gained through these supports. These results suggest a need for sustained and perhaps differentiated support for middle and high school students, especially as it relates to daily engagement and emotional well-being. Sense of belonging survey results further contextualize the impact of this action. In fall 2024, 66% of students in grades 3–5 and 34% of students in grades 6–12 reported feeling a sense of belonging, up from baseline levels of 63% and 30%, respectively. These increases, while moderate, indicate positive movement in school climate and student connectedness. Looking ahead, the District plans to refine the implementation of safety and culture-building strategies. This includes strengthening site-based training for Campus Aides and Security staff, increasing fidelity in safety plan execution, and expanding student leadership initiatives that promote inclusive school culture. These efforts aim to build upon the progress made and address areas where support for students—particularly at the secondary level—needs to be intensified to sustain gains in both behavior and school connectedness.

**Action 2.12-District Nurses:** This action is highly effective in ensuring student access to a safe and inclusive learning environment. District Nurses not only provided individualized medical support but also built system capacity through staff training, which promotes site-level responsiveness to student health needs. This aligns with the district’s MTSS approach to student well-being. The extensive training provided has expanded school staff confidence and competence in managing health-related situations, reducing risk and supporting uninterrupted learning. The integration of health planning into educational access ensures that students with health needs are not excluded from opportunities due to lack of support or understanding. The metric associated with monitoring the effectiveness of this action item is the student survey. In the fall of 2024 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging. This is an increase compared to the previous year.

**Action 2.13-Activities to promote inclusivity of SWD:** This action was moderately effective. Although one planned event was not realized, this action has been effective in making progress toward Goal 2. Students were given greater access to transition resources, and families were supported through more inclusive and accessible engagement structures. The improvements in outreach, collaboration with SEPAC, and attention to student voice contribute to the district’s effort to build a culture where all students—particularly those with disabilities—are affirmed and supported.

**Action 2.14-Public Information Officer:** This action is effective and was measured primarily through the District’s parent/family survey, which showed notable improvements across several key indicators. In fall 2024, 96% of families reported being satisfied with their child’s school experience, reflecting a 2% increase from the prior year. Additionally, 89% of families stated they had been asked or encouraged to participate in advisory groups or decision-making processes at the school or district level—a 6% gain from the previous year. Furthermore, 93% of respondents indicated that their school provides them with sufficient information about programs and resources, a 3% improvement.

Digital engagement metrics also demonstrated substantial growth, reinforcing the positive impact of the PIO's outreach efforts. As of the 2024–25 school year, 97% of families were contactable via Parent Square, allowing for consistent two-way communication. The District's Facebook reach increased by 52.1% compared to 2023, with a total reach of 132.4k and an 18% engagement rate. Instagram reach rose dramatically, with a 221.7% increase to 23k users and an 8% post engagement rate. Twitter post engagement also showed growth at 6%. These data points suggest that the District's investment in a centralized, professional communication strategy has significantly enhanced family engagement and community connectivity. The improvements across survey responses and social media metrics reflect broader awareness, increased trust, and deeper participation in school and district activities.

Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR): Preliminary results from the 2024–25 implementation suggest program effectiveness. San Jacinto High School recorded 131 fewer discipline incidents compared to the previous year, indicating a notable improvement in school climate and student behavior. Academic progress was also evident, with a 13% decrease in the number of students receiving one or more failing grades (F) in ninth grade. In addition to these data points, teachers facilitated 350 “i-Time” SEL lessons, and 177 students were recognized as Star Students of the Week, contributing to a culture of recognition and student affirmation. The success of the program has been significant enough that San Jacinto High School will be featured at the upcoming National BARR Conference, showcasing its work as a model of effective practice. Additionally, San Jacinto High School's BARR program received National BARR Accreditation. SJHS is the only high school in California to receive this recognition this year. These results suggest that the BARR model is having a meaningful impact in both academic and behavioral domains, particularly for students who have historically experienced the greatest challenges. By pairing data-informed practices with a relationship-driven approach, the school is creating an environment in which students feel more connected, supported, and empowered to succeed.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2.1-Implement a Multi-Tiered Attendance Plan: In 2025-26 this action will also provide support to students groups in the red as identified by the 2024 CA Dashboard. To strengthen this action the district attendance team In collaboration with the equity task force teams in SJUSD will participate with the RAISE collaborative which will provide training using the improvement science model to implement change ideas to address reducing chronic absenteeism. Additionally, the attendance team at the district will incorporate data meetings to review progress of school site's implementation of CART meetings, provide school sites with a target goal for number of CART meetings, and provide support to ensure sites are meeting a targeted goal for CART meetings.

Action 2.2-Implement a Comprehensive School Counseling Program: No significant changes made to this action in 2025-26, other than including addressing student groups in the red as identified by the 2024 Dashboard. Action 2.2 has been effective in improving academic performance, reducing suspension rates, and beginning to close engagement gaps for targeted student groups. However, chronic absenteeism remains a challenge in some student groups and grade levels. Continued monitoring and refinement of Tier 1 and Tier 2 systems are needed to sustain progress and support full implementation.

Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students: Despite improvements in service coordination, overall Dashboard performance data in English Language Arts and math for Foster Youth indicates ongoing need. To enhance effectiveness, the district will prioritize efforts to more closely track service delivery, link intervention participation with academic and attendance outcomes, and

increase collaboration with site teams to integrate supports into daily instruction and school climate efforts. The action description was modified to note that SJUSD is no longer in Differentiated Assistance for McKinney Vento students.

**Action 2.4-Provide Tiered Behavior Supports:** In the 2025-26 school year SJUSD will modify the title of this action to Tiered Behavior and SEL Support. Additionally, SJUSD will add strengthening evidenced based tier 1 behavior practices, by providing professional development and conducting behavior walks to ensure that tier 1 behavior practices are being implemented. Additionally, the district will be providing "Reframing Behavior and De-Escalation" professional development to staff. Each PBIS team has created an improvement plan for their site based on the results of their Tiered Fidelity Inventory which will help strengthen this action in 2025-26. The district will be providing training and support to the SSR teachers and Tier 3 teachers to stream line utilization of progress monitoring tools and intervention plans. To improve effectiveness in the coming school year, the district will focus on reinforcing SEL instruction and PBIS practices throughout the entire school year, particularly at the secondary level. Professional development for staff will emphasize proactive behavior strategies, culturally responsive SEL, and data-driven problem solving. Enhancing collaboration among site administrators through administrator PLC SJUSD will help align interventions and increase fidelity of implementation. In addition, refining the use of Student Success Rooms through targeted coaching and consistent progress monitoring will be critical in reducing recidivism, especially at the high school level. By addressing these areas, the district aims to strengthen Tier 1 foundations, deepen Tier 2 and Tier 3 supports, and ensure all students are supported socially, emotionally, and behaviorally. The action description was modified to include supporting student groups in the red at various sites based on the 2024 CA Dashboard.

**Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan:** An area of growth is the need to provide more training to the family/community liaisons related to the components of the district and sites parent/family engagement plan. One barrier that needs to be addressed is ensuring that the role of the family/community liaisons is used appropriately and that they have time imbedded into their daily schedule to plan and provide the workshops and activities based on the family/parent engagement plan. In response, the district will implement a list of Tier 1 engagement activities for all family/community liaisons and provide both liaison and administrator training to strengthen role clarity. A fidelity survey will be introduced and completed quarterly to track implementation across sites. Challenges also included low initial participation in Parent University, scheduling conflicts for guest presenters, and overextended family/community liaisons working dual roles. While these challenges impacted full execution, the district has already identified and begun implementing strategic changes to address them. Increased marketing, early coordination, hybrid access options, and clearer expectations for site liaisons will help elevate participation and improve consistency of implementation.

**Action 2.6-Deans and Elementary Assistant Principals:** The district will continue to provide professional development and support to Assistant Principals and Deans related to implementation of tiered behavior supports, SEL implementation, and implementation of the Equity Task Force Closing the Gap Plan. In 2025-26 SJUSD will partner with the RAISE collaborative to work on implementing evidence based change ideas to address chronic absenteeism. Modifications were made to the action description to include student groups in the red for suspensions and chronic absenteeism based on the 2024 CA Dashboard data.

**Action 2.7-Implement Equity Plan:** SJUSD will continue to find ways to incorporate trainings and professional development for staff, as well as continue to refine systems for progress monitoring the district's equity plan. In 2025-26 SJUSD will join the RAISE collaborative that will provide improvement science training on using evidence based change ideas to address chronic absenteeism. This information will be used with site equity task force teams to create closing the gap plans to address chronic absenteeism. Modifications were made to the action description to include student groups in the red for suspensions and chronic absenteeism based on the 2024 CA Dashboard data.

Action 2.8-Social Emotional Learning Curriculum: While implementation improved, variability in lesson completion suggests ongoing challenges in ensuring consistency across sites. These disparities indicate a need for additional professional development and coaching supports, particularly at secondary schools, to build capacity for consistent integration of SEL into instruction. The district will enhance support to sites with lower implementation rates through targeted PD, fidelity monitoring, coaching and continued collaboration with site leadership teams. Additional focus will be placed on disaggregating suspension and SEL survey data by student group to more precisely measure impact on targeted student groups. Modifications were made to the action description to include student groups in the red for suspensions and chronic absenteeism based on the 2024 CA Dashboard data.

Action 2.9-Provide Social/Emotional Well-Being Support: To strengthen the effectiveness of this action, the district will implement several improvements: improve role clarity and coordination between Educational Therapists, school counselors, and community partners, utilize Aeries and progress monitoring tools to inform interventions, increase proactive SEL supports (including emotional regulation lessons), and enhance family engagement and staff capacity through targeted professional development. Modifications were made to the action description to include student groups in the red for suspensions and chronic absenteeism based on the 2024 CA Dashboard data.

Action 2.10-African American Student Enrichment Activities: While this action was highly successful in creating culturally relevant and empowering experiences for African American students and their families, next steps include expanding access to these opportunities across more grade levels and ensuring follow-up strategies to sustain the momentum of engagement and academic focus. The District will continue using Dashboard data and student feedback to inform improvements and guide the design of future enrichment efforts. This work is essential in achieving equitable outcomes and ensuring that every student feels seen, valued, and supported. Due to the success of this action item in 2025-26 school year based on education partner feedback SJUSD will change the action title to Student Enrichment Activities and include enrichment and engagement activities to SJUSD's Native and Latino students.

Action 2.11-Positive Culture/Climate and Safety: One change to this action for the 2025-26 is to change the title of the Safety Officer position to Safety and Security Supervisor. Additionally, SJUSD will continue to recruit more substitute campus security staff and campus aides to help resolve security shortages when campus security is out sick. Modifications were made to the action description to include student groups in the red for suspensions and chronic absenteeism based on the 2024 CA Dashboard data.

Action 2.12-District Nurses: No changes made to this action in 2025-26.

Action 2.13-Activities to promote inclusivity of SWD: To strengthen the impact of this action, the district will prioritize the full implementation of the inclusive sporting event in the coming year. Planning efforts already underway will be finalized, and event execution will be streamlined based on this year's foundational work. The district will also continue to enhance SEPAC engagement by improving the quality of virtual access, developing more interactive formats, and expanding content offerings that respond to family needs and feedback. These refinements are expected to increase participation, deepen relationships with families, and further support the district's inclusive learning goals.

Action 2.14-Public Information Officer: Moving forward, the District will continue to refine its communication strategies by analyzing platform-specific engagement patterns, further expanding multilingual access, and exploring additional ways to personalize outreach based on community needs. These efforts are essential to maintaining and expanding inclusive family engagement as a cornerstone of a supportive and responsive educational environment.

Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR): Moving forward, the District will continue to support the expansion and sustainability of the BARR program. Emphasis will be placed on further refining data tracking tools, providing ongoing professional development for BARR staff, and exploring potential replication of this model at other school sites. The continued use of SEL lesson, targeted interventions, and team-based support structures will be critical to maintaining and deepening the progress made this year. Modifications were made to the action description to include student groups in the red based on the 2024 CA Dashboard data.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implement a Multi-Tiered Attendance Plan	<p>The District will fully implement a comprehensive multi-tiered attendance plan throughout SJUSD by doing the following:</p> <p>1)Funding a Principal on Special Assignment (POSA) who will oversee the development of the comprehensive multi-tiered attendance plan throughout the district inclusive of launching of a district-wide attendance campaign at the beginning of the school year to emphasize the importance of regular school attendance for academic success and overall well-being. Additionally, the Principal On Special Assignment to continue provide support for the following schools and student groups who were identified in the red performance level according to the 2024 CA Dashboard:</p> <p>Additionally, the POSA will continue to provide support to Estudillo Elementary and their Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, and White students as they were in the red (lowest performance) for Chronic Absenteeism based on the 2023 CA Dashboard. Although the school and student groups are no longer in the red based on the 2024 CA Dashboard the POSA will continue to monitor and support the site.</p> <p>Based on the 2024 CA Dashboard, the POSA will provide targeted support at all schools to assist in moving Pacific Islanders out of the red performance level for chronic absenteeism and provide SJTI targeted support to address the student groups in the red for chronic absenteeism (English Learners, African American students, and Students With</p>	\$776,520.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Disabilities. Additionally targeted support will be provided to Park Hill Elementary and San Jacinto Elementary schools to address the student groups in the red for chronic absenteeism.</p> <p>2)Funding District Attendance Specialist who will provide intensive attendance support to students, families and sites. They will provide training to site attendance clerks and administrators who oversee School Attendance Review Team meetings.</p> <p>Based on the 2023 CA Dashboard the Attendance Specialists provided coaching and targeted support to the attendance clerks at Estudillo Elementary because they were in the red (lowest performance level) for chronic absenteeism. Student groups in the red at Estudillo Elementary School include: Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, and White students. These groups are no longer in the red based on 2024 CA Dashboard but the Attendance Specialist will continue to provide support and progress monitoring to ensure they remain out of the red (lowest performance) on Chronic Absenteeism. The attendance specialists also provided targeted support and coaching to the attendance clerks at the following sites who have student groups in the red (lowest performance level) based on the 2023 CA Dashboard: Record--African American students, DeAnza-Multiple Races, Megan Cope-White students. Additionally, the attendance specialists will provided target support and coaching to attendance clerks at all schools to assist in moving homeless students out of the red performance level for chronic absenteeism in order to exit Differentiated Assistance and move Asian students out of the red performance level for chronic absenteeism. Based on the 2024 CA Dashboard these student groups are no longer in the red for chronic absenteeism, but the attendance clerks will continue to progress monitor and provide support.</p> <p>Based on the 2024 CA Dashboard the Attendance Specialists will provide targeted support and coaching to the attendance clerks at all school sites to help exit Pacific Islanders from being in the red for chronic absenteeism. As well as provide targeted support to SJTI to help exit the site from being in red (lowest performance) for chronic absenteeism along with providing support to the following student groups at SJTI: English Learners, African</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>American students and Students With Disabilities. The Attendance Specialists will also provide targeted support to San Jacinto Elementary to help move their Students With Disabilities out of the red for chronic absenteeism and work with Park Hill to assist in moving white students out of the red for chronic absenteeism.</p> <p>3)Fund District Attendance Incentives and Awards which will enhance school-level supports and incentives to encourage attendance.</p> <p>4) Fund the Attention to Attendance Contract. This will strengthen data tracking and monitoring systems to assess progress and inform decision-making. Regularly monitor and evaluate the effectiveness of the attendance campaign and associated interventions in reducing chronic absenteeism rates. This contract will enable all sites to progress monitor specific student groups that are in the red for chronic absences.</p>		
<b>2.2</b>	Implement a Comprehensive School Counseling Program	<p>School counselors will implement a data driven comprehensive school counseling program following the American School Counselor Association Model that focuses on a Multi-Tiered, Multi-Domain System of Supports for the academic, behavior, and social/emotional domains.</p> <p>1)Funding elementary and middle school counselors will enable school counselors to implement targeted interventions to support students at risk of chronic absenteeism and support student social/emotional well-being. Through this action elementary and middle school counselors will create a Closing the Gap plan to reduce chronic absenteeism with student groups that are in the red (lowest performance).</p> <p>Based on the 2024 CA Dashboard data elementary school counselors will provide targeted support to the following students groups and schools that were in the red (lowest performance) for chronic absenteeism: Pacific Islanders across all schools, white students at Park Hill, and Students With Disabilities at SJE.</p> <p>Elementary School Counselors will continue to support and progress monitor the student groups who were in the red based on the 2023 CA</p>	\$3,268,528.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Dashboard. This includes African American students at Record, Multiple Race students at DeAnza Elementary, White students at Megan Cope; English Learners, Students With Disabilities, African American students, White students. Additionally, the elementary and middle school counselors will develop a closing the gap plan at all schools for homeless students to assist in keeping the homeless students out of the red performance level for chronic absenteeism and exit Differentiated Assistance. Middle school counselors at Monte Vista Middle School will provide targeted support to homeless students who were at the red performance level for suspensions and North Mountain Middle School Counselors will provide targeted support to white students who also were at the red performance level for suspensions based on the 2024 CA Dashboard.</p> <p>2)Funding high school counselors will enable the implementation of early intervention programs to identify students at risk of not graduating and/or at risk of not meeting A-G requirements. School counselors will create interventions/closing the gap plans for specific student groups (African American, English Learners, Foster Youth, Homeless, and Students with Disabilities).Through this action SJUSD will increase high school graduation rates, ensuring inclusivity and support for students that have opportunity gaps, by implementing targeted interventions and systemic improvements. Funding high school counselors will provide targeted support in moving English Learners, Homeless, and Native students at San Jacinto High School out of the red (lowest performance) for suspensions and in moving Students With Disabilities out of the red for graduation rates based on 2023 CA Dashboard. As well as provide target support for African American students at SJHS for being in the red for suspensions based on the 2024 CA Dashboard.</p> <p>3)By funding a Lead Counselor Position at SJHS and a District Tk-12 School Counselor these counselors will lead the implementation of a comprehensive ASCA National Model school counseling program that is data driven and assists in closing opportunity gaps. The District TK-12 Lead Counselor and Lead Counselor at SJHS will also provide training/coaching to school counselors on how to close the opportunity gaps among student groups in the red.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The District Tk-12 School Counselor will provide targeted support to homeless students in order to stay out of Differentiated Assistance and provide targeted support to African American students. This action will also continue to support the following school sites with training and support to move their African American students out of the red (the lowest performance level) for suspensions: Record Elementary School, San Jacinto Elementary School, Monte Vista Middle School; and the following schools to reduce chronic absenteeism for African American Students: Record Elementary School and Estudillo Elementary School based on 2023 CA Dashboard data. This position will also support SJHS African American students with suspensions as they were at the red performance level based on the 2024 CA Dashboard.</p> <p>4)Funding a classified clerical staff at SJHS to support school counselors and assist in developing a comprehensive school counseling program and in connecting students to interventions/resources.</p>		
2.3	Provide Additional Support for Foster Youth/McKinney Vento students	<p>SJUSD will provide additional support to Foster Youth students by funding the following positions:</p> <p>1) Fund a District Foster Youth Counselor who will implement targeted support/interventions, case management, and progress monitoring for foster youth students at risk of chronic absenteeism, behavior concerns, and support student well-being.</p> <p>2) Fund a full time Foster Youth/McKinney Vento Parent Family Liaison who will connect students and families to resources and support.</p> <p>*This action will support moving Homeless students in SJUSD out of Differentiated Assistance and help Homeless students exit out of the red performance level for Chronic Absenteeism. Additionally, this action will provide support to SJHS who has Homeless students in the red for suspension rates. It will also assist moving foster youth out of the red performance level for Math. (Based on 2024 CA Dashboard SJUSD is no longer in Differentiated Assistance for McKinney/Vento (homeless) students).</p>	\$216,589.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Implement Tiered Behavior and SEL Support	<p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student behaviors in schools to meet the diverse needs of students while fostering a positive school climate by doing the following:</p> <p>1)Fund PBIS TOSA's who will support school sites in implementing Positive Behavior Interventions and Supports (PBIS), restorative practices, provide training on integrating social emotional learning into daily instruction, and support school sites in developing tiered supports. The PBIS TOSAs will provide targeted support and coaching to the following school sites who are in the red (lowest performance) in suspensions: Monte Vista Middle School--African American students; San Jacinto High School--English Learners, Homeless students, and American Indian students (2023 California Dashboard data) and provide support to Monte Vista for having homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard.</p> <p>2)Fund Student Success Room (SSR)Teachers who will provide an alternative to suspension program designed to support student behavior and social emotional learning. This program will implement restorative approaches to address conflicts and incidents of misbehavior, focus on repairing harm, building relationships, and promoting accountability through processes such as restorative circles, restorative conferences and/or peer mediation.</p> <p>3) Fund teachers for the tier 3 program at North Mountain Middle School and Monte Vista Middle School. Teachers will provide tier 3 supports for behavior and social/emotional for students needing intensive support. This program will provide case management, individualized behavior support interventions, and coordination of services. The individualized behavior support interventions are inclusive of social skills training, mentoring, identification of underlying factors contributing to behavior and outline proactive strategies to support students in this program.</p> <p>4)Fund materials for sites to implement structured recess/lunch activities.</p>	\$1,360,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5)Beginning in 2025-26 SJUSD will offer multiple training sessions for teachers and staff that focus on reframing behavior and de-escalation strategies using the model from Crisis Prevention Intervention.		
<b>2.5</b>	Implement a Comprehensive Parent/Family Engagement Plan	<p>SJUSD will implement a comprehensive plan that is culturally responsive to increase parent/family engagement aimed at fostering stronger connections between schools, parents/guardians, family, and the community. The following actions are components of the comprehensive plan:</p> <p>1)The Coordinator of Student Support will assist in the development of a cultural responsive comprehensive plan to increase parent/family engagement, ensuring that each site is aware of components of the plan and that family/community liaisons and site administrators have the training necessary to implement the parent/family engagement plan.</p> <p>2)Funding a Student Support Secretary will support communication of parents/ families, and implementation of the parent engagement plan.</p> <p>3)Funding the Family and Community Engagement Specialist will help develop and implement the parent/family engagement plan and facilitate community events, assist with parent advisory councils, and provide training to support staff in engaging parents/families.</p> <p>4)Funding the site Family/Community Liaisons will assist in implementing the school site's parent/family engagement plan, organize parent education workshops and family engagement events.</p> <p>5)Funding a District Translator will ensure that SJUSD provides translation services to non-English speaking parents/guardians.</p> <p>6)Providing funds to support parent advisory council meetings will support the implementation of the parent advisory councils.</p> <p>7)Implement Parent/Guardian University</p>	\$1,875,036.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>8)Provide communication tools for parent/family engagement such as zoom, google meets.</p> <p>9)Provide new parents/families support during the enrollment process and connect families to district resources and supports by funding the Enrollment Center Supervisor, Enrollment Secretary, and Enrollment Technicians.</p>		
2.6	Deans and Elementary Assistant Principals	<p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student behaviors in schools to meet the diverse needs of students while fostering a positive school climate by doing the following: Through a Multi-Tiered System of Support Deans and Assistant Principals will help establish a positive and inclusive school culture that promotes respect, empathy, and belonging for all students. Deans and Assistant Principals will ensure that solution based teams function and that components of PBIS are implemented at each site.</p> <p>Additionally, the elementary Assistant Principals will oversee the Site Equity Task Force Teams and design a closing the gap plan to help move student groups out of the red or orange in the area of suspensions and in chronic absenteeism for homeless students. Specifically, the following sites will develop a closing the gap plan for reducing suspensions: Park Hill--Students With Disabilities and Multiple Races; Record Elementary--African American Students; San Jacinto Elementary School--Students With Disabilities and African American students based on the 2023 CA Dashboard. This action will provide support to Monte Vista for having homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard, as well as provide support to Students With Disabilities at San Jacinto Elementary who were at the red performance level for chronic absenteeism based on the 2024 CA Dashboard.</p>	\$1,900,510.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.7	Implement Equity Plan	<p>The District will fully implement an Equity Plan by doing the following:</p> <p>1) Fund a Director of Equity &amp; Access who will assist in planning, developing, implementing, and facilitating the district's equity plan, as well as provide training and coordination of equity initiatives. The director will provide support to school sites in the implementation of MTSS, the Equity Task Force teams closing the gap plans, and provide training on cultural proficiency and culturally relevant school practices that are reflective of the diversity of SJUSD. This position will provide leadership and consultation for the development of the Local Control Accountability Plan (LCAP)-SJUSD's Equity Plan, ensuring that the plan is operationalized.</p> <p>2)Fund the administrative secretary of the Director of Equity &amp; Access who will provide support to the department and school sites in implementing the district's Equity plan.</p> <p>3)Provide professional development and coaching on cultural proficiency.</p> <p>This action will enable the director of equity to provide support and coaching to the Equity Task Force Teams that have student groups in the red for suspensions and chronic absenteeism. This includes the following schools for chronic absenteeism: Estudillo Elementary--Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, White students; Megan Cope, White Students; DeAnza--Multiple Races; Record Elementary-African American students. And the following schools for suspensions: Record Elementary-African American students, Park Hill Elementary-Students With Disabilities and Multiple Races; San Jacinto Elementary-Students With Disabilities and African American students; San Jacinto High School-English Learners, Homeless students, and American Indian students (2023 CA Dashboard). This action will provide support to Monte Vista for having homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard, as well as provide support to Students With Disabilities at San Jacinto Elementary who were at the red</p>	\$394,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance level for chronic absenteeism based on the 2024 CA Dashboard.		
<b>2.8</b>	Social Emotional Learning Curriculum	<p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student social emotional well-being in schools to meet the diverse needs of students while fostering a positive school climate by doing the following: SEL curriculum will be implemented and will teach students the essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. As part of the Quality First Instruction, the SEL curriculum will be integrated into daily instruction and provide opportunities for students to practice and apply these skills in various contexts.</p> <p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student (2023 CA Dashboard). This action will provide support to Monte Vista for having homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard, as well as provide support to Students With Disabilities at San Jacinto Elementary who were at the red performance level for chronic absenteeism based on the 2024 CA Dashboard.</p>	\$31,690.00	Yes
<b>2.9</b>	Provide Social/Emotional Well-Being Support	The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student social emotional well-being in schools to meet the diverse needs of students while fostering a positive school climate by doing the following:	\$3,507,149.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1) Funding Educational therapists will provide targeted and intensive support for social/emotional/behavior. Educational therapists are contributing members of the Solution Based Teams, provide case management, coordination of services, provide Educational Related Mental Health Services and are members of the Crisis Response Team.</p> <p>2) Funding school psychologists will provide support for social/emotional/behavior. The school psychologists are contributing members of the Solution Based Teams.</p> <p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student (2023 CA Dashboard). This action will provide support to Monte Vista for having homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard, as well as provide support to Students With Disabilities at San Jacinto Elementary who were at the red performance level for chronic absenteeism based on the 2024 CA Dashboard.</p>		
<b>2.10</b>	<b>Student Enrichment Activities</b>	<p>This action will enable SJUSD to develop enrichment activities to support African American, Native Students, and Latino Students and Family Engagement.</p> <p>This action will help support school sites who are identified for having African American, Native, and Latino students in the red performance level for suspensions, chronic absenteeism, English Language Arts, and mathematics. Sites include Record Elementary, Estudillo Elementary, Monte Vista Middle School, North Mountain Middle School, Park Hill Elementary, San Jacinto Elementary, and San Jacinto High School (2023 CA Dashboard). This action will help support any African American, Latino,</p>	\$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and Native student groups who were identified in the red performance level on the 2024 CA Dashboard.		
2.11	Positive Culture/Climate and Safety	<p>This action will support the District in fostering a positive school culture/climate and increase school safety measures by doing the following:</p> <ol style="list-style-type: none"> <li>1) Fund a Safety and Security Supervisor who will assist sites in developing and implementing a comprehensive safety plan which is inclusive of creating a positive school culture and climate.</li> <li>2) Fund Campus Aides and Noon Duty Crossing Guards who will implement components of the site's school safety plan, along with providing interventions to support behavior. Campus Aides and Noon Duty Crossing Guards will contribute to building a positive and safe school culture/climate.</li> <li>3) Fund Campus Security at secondary schools who will implement components of the site's school safety plan and contribute to building a positive and safe school culture/climate.</li> <li>4) Fund travel and conference attendance to the California Association of Directors of Activities annual conference to implement learned strategies and approaches to create positive school culture and climate.</li> </ol> <p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student (2023 CA Dashboard). This action will provide support to Monte Vista for having homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard, as well as provide support to Students With Disabilities at San Jacinto Elementary who were at the red performance level for chronic absenteeism based on the 2024 CA Dashboard.</p>	\$4,969,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.12</b>	District Nurses	District Nurses will develop and support sites on providing a multi-tiered system to support students who have health needs.	\$871,387.00	Yes
<b>2.13</b>	Activities to promote inclusivity of SWD	<p>SJUSD will fund activities to promote inclusion of SWD such as a transition fair, disabilities awareness activities, and a sporting event for Students with Disabilities.</p> <p>*This action will support moving SWD out of Differentiated Assistance.</p>	\$30,000.00	No
<b>2.14</b>	Public Information Officer	<p>SJUSD will implement a comprehensive communication plan to increase parent/guardian/family engagement aimed at fostering stronger connections between schools, parents, and the community. The following action is a component of the comprehensive plan:</p> <p>The Public Information Officer will develop a communication plan to ensure parents/guardians, staff, students and community are informed of district and school events.</p>	\$208,450.00	Yes
<b>2.15</b>	Support Implementation of the Building Assets Reducing Risks (BARR)	<p>This action will support the implementation of the BARR program by funding a program coordinator and BARR School Counselor. Building Assets Reducing Risks (BARR) is a whole-school improvement model focused on developmental, academic, and structural challenges during the ninth grade. BARR is used in all subjects across ninth grade to increase students' achievement by improving their social-emotional skills, building positive student-teacher relationships, and solving non-academic barriers to learning, such as truancy and misbehavior. BARR schools closely monitor student achievement and behavior with real-time analysis of data.</p> <p>*This action will support moving the following student groups out of the red performance level at SJHS: English Learners (ELA, Math, Suspensions), Students With Disabilities (ELA, Math, Graduation), African American students (ELA), Socioeconomically Disadvantaged students (ELA, Math),</p>	\$402,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hispanic (Math), Homeless (Suspensions), American Indian (Suspensions based on 2023 CA Dashboard). This action will also support student groups in the red at San Jacinto High School based on the 2024 CA Dashboard.		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Conditions of Learning - SJUSD will maintain high quality staff, facilities, and access to a broad course of study.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Conditions of Learning goal was developed to sustain and build upon the district's achievement in providing high quality staff, facilities, and a broad course of study to align with the California State Public School Accountability model and the California Dashboard. The Conditions of Learning goal is also aligned with our local Board of Trustees priorities of having high quality staff, facilities, and course access. Recognizing that the conditions of learning are critical for effective student engagement and instruction, SJUSD aims to continue to meet and exceed the state requirements in these areas. The actions outlined below are designed to ensure that SJUSD adheres to the high standards expected by educational partners. Through this goal SJUSD will continuously monitor teacher assignments, instructional materials, basic services, course access, and the state of school facilities. The actions in goal 3, aligned with measurable metrics will provide a framework for sustaining the progress achieved in creating optimal conditions of learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	#1 Teachers:fully credentialed and appropriately assigned	88.2% of teachers fully credentialed and appropriately assigned	82.8% of teachers fully credentialed and appropriately assigned		100% of teachers fully credentialed and appropriately assigned	-6.0% difference from baseline
3.2	#2 Standards-aligned instructional materials for every student	100% standards-aligned instructional materials for every student	100% standards-aligned instructional materials for every student		100% standards-aligned instructional materials for every student	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	#3 School facilities in “good repair” per CDE’s Facility Inspection Tool (FIT)	100% “good repair” on all FIT inspections	100% “good repair” on all FIT inspections		100% “good repair” on all FIT inspections	no change
3.4	Local Indicator: Implementation of State Standards including how EL's will access the CCSS and ELD  Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2023)	Standard Met	Standard Met		Standard Met	no change
3.5	Local Indicator: Course Access - Students, inclusive of unduplicated pupils and students with exceptional needs have access and are enrolled in a broad course of study  Data Source: Aeries A-G enrollment	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study		100% of students have access and are enrolled in a broad course of study	no change

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1-Coaching and Support for New Teachers: In the 2024–25 school year, the District implemented Action 3.1 to strengthen instructional quality and to support new teachers by funding New Educator Training (NET) Teachers on Special Assignment (TOSAs). The NET TOSAs provided professional development, coaching, and individualized mentoring to new teachers, helping to ensure that evidence-based practices were consistently implemented to support student achievement. NET TOSAs played a multifaceted role in developing new

teachers' instructional skills, classroom management practices, and capacity to utilize standards-aligned instructional materials, thus contributing to the district's broader goals of maintaining fully credentialed, highly qualified teachers across all classrooms.

**Action 3.2-Provide a District Librarian and Library Media Technician:** In the 2024–25 school year, the District implemented Action 3.2 by funding a District Librarian and 12 Library Media Technicians to support literacy development, information literacy, academic achievement, and the creation of inclusive and resource-rich learning environments. The District Librarian and Library Media Technicians provided critical support for students and staff by ensuring access to high-quality library services aligned with academic standards and curricular needs. Library Media Technicians (LMTs) played an active role in supporting students as they visited school libraries. Their responsibilities included delivering lessons focused on internet and online safety, instruction on using vetted research sites and digital tools, and teaching students how to navigate district-approved online platforms such as Clever, Britannica for Schools (K–12), and ProQuest. LMTs also conducted both whole-class and small group sessions using high-quality read-alouds to foster a love for reading and promote literacy development. Furthermore, school libraries under the management of LMTs actively curated and maintained collections to ensure that library materials reflected the diverse cultures and ethnicities represented within the student body. This intentional approach helped cultivate an environment where all students could see themselves reflected in literature and learning resources.

**Action 3.3- Provide 21st Century Learning Environments:** This action was fully implemented. 21st-century learning environments at every school site within the district. These investments were made strategically to align with educational goals that prioritize student-centered learning, collaboration, and technology integration. A significant portion of the expenditures was dedicated to upgrading classroom and campus furniture. The newly acquired furnishings were carefully selected to promote flexible seating arrangements and collaborative workspaces, fostering an environment that supports student interaction, engagement, and active participation in the learning process. These enhancements also align with instructional best practices, particularly the gradual release of responsibility model, where students progressively assume greater ownership of their learning under guided teacher support. In addition to furniture upgrades, Action 3.3 funds were also used to implement a wide range of classroom technology improvements. These included the installation of large-format interactive displays, high-quality projectors, and the purchase of Chromebooks to ensure students have reliable access to digital tools. These technology enhancements have significantly improved the instructional experience by increasing student engagement, promoting real-time collaboration, and expanding access to digital curriculum resources.

**Action 3.4-Provide updated campus and safety features:** The budget allocated for Action 3.4 was fully expended to implement a range of campus infrastructure and safety improvements across district school sites. These investments were strategically aligned with the district's commitment to maintaining safe, secure, and well-maintained learning environments that support both the physical and emotional well-being of students. Expenditures under Action 3.4 funded upgrades to office entry points, enhancing visitor management and overall site security. Walkways were improved to provide safer and more accessible routes for students, staff, and families. Additional improvements included the installation of new or expanded backpack storage areas to reduce classroom clutter and enhance student organization, as well as upgrades to fencing and electrical systems to ensure campuses remain secure, efficient, and operationally sound.

**Action 3.5-Provide support to each school to allow for academic field trips:** In the 2024–25 school year, the District implemented Action 3.5 by providing financial and logistical support to schools to facilitate academic field trips. Field trips are an essential component of a comprehensive educational experience, offering students opportunities for hands-on learning, enriching the standard curriculum, exposing students to diverse cultural experiences, and promoting deeper engagement through real-world connections. They also contribute to students' social and emotional development, stimulate curiosity, and provide career exploration opportunities that inspire future aspirations.

Throughout the year, SJUSD students participated in a range of educational field trips to notable locations, including the Birch Aquarium, the San Diego Zoo, the Santa Rosa Plateau, various colleges and universities, and the Riverside Art Museum. These experiences directly supported academic learning across content areas while simultaneously fostering a stronger connection between classroom instruction and the broader community.

Action 3.6-Music Opportunities, Action 3.7- Physical Education Opportunities, and Action 3.10-Spanish Teachers: During the 2024–25 school year, the District implemented Actions 3.6, 3.7, and 3.10 to ensure that all students have access to a broad and rich course of study, supporting both academic achievement and the development of the whole child. These actions provided students with opportunities in music, physical education, and world languages, reflecting the District's commitment to delivering a well-rounded educational experience. Through Action 3.6, the District funded elementary music teachers, offering students access to high-quality music instruction. Music education promotes creative thinking, collaboration, and cultural appreciation, enriching students' school experiences beyond the traditional academic subjects. Action 3.7 enhanced students' physical education opportunities by funding elementary P.E. teachers, providing updated curriculum resources, supplying new equipment, and supporting students with P.E. and athletic uniforms. Access to regular, high-quality physical education promotes physical health, fosters teamwork and resilience, and contributes to students' social-emotional development. Action 3.10 further expanded the District's broad course of study by funding six Spanish teachers. Offering Spanish language instruction prepares students for success in an increasingly multicultural and multilingual society. Spanish language courses equip students with communication skills, cross-cultural understanding, and global competencies that will serve them in college, career, and civic life.

Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students: During the 2024–25 school year, the District implemented Action 3.8 to ensure that Foster Youth and Homeless students had equitable access to educational resources, enrichment opportunities, and essential supports. By providing school supplies, educational field trips, and wellness activities, SJUSD aimed to remove barriers to learning and promote inclusion, engagement, and a sense of belonging among some of the district's most vulnerable student groups. At the start of the school year, the District hosted a resource fair where Foster Youth and Homeless students received school supplies, backpacks, and haircuts, equipping them with the necessary materials and support to start the year with confidence. Throughout the year, students participated in educational field trips to the University of California, Riverside; Moreno Valley College; Garner Holt Education Through Imagination Center; and Knott's Berry Farm's Energy in Motion Workshop. These experiences provided valuable academic enrichment, career exploration opportunities, and exposure to higher education pathways. In addition, students had access to wellness activities and received self-care materials to support their social-emotional well-being.

Action 3.9--Grow Our Own Program: In the 2024–25 school year, the District implemented Action 3.9 to support the development of future teachers through the Grow Our Own Program. This program funds Teacher Aide positions for SJUSD Alumni who are interested in pursuing careers in education. By providing real-world classroom experience and professional mentorship, the Grow Our Own Program helps to build a sustainable pipeline of future educators who reflect the diversity and strengths of the local community. Teacher Aides in the program play a vital role at school sites. Their responsibilities include monitoring student behavior, providing support during transitions between activities, and offering small group and individualized academic assistance. This additional support strengthens classroom instruction, increases student engagement, and contributes to a positive learning environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1-Coaching and Support for New Teachers: There were no significant material differences between the budgeted and actual expenditures.

Action 3.2-Provide a District Librarian and Library Media Technician: There were no significant material differences between the budgeted and actual expenditures.

Action 3.3- Provide 21st Century Learning Environments: The amount of the actual expenditure is over the budgeted amount due to the need to update more classroom furniture than what was expected.

Action 3.4-Provide updated campus and safety features: The amount of the actual expenditure is over the budgeted amount due to updating more facility improvements than what was expected.

Action 3.5-Provide support to each school to allow for academic field trips: This item was under the budgeted expenditure amount due to some school sites cancelling scheduled field trips.

Action 3.6-Music Opportunities: There were no significant material differences between the budgeted and actual expenditures.

Action 3.7- Physical Education Opportunities: There were no significant material differences between the budgeted and actual expenditures.

Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students: The amount of the actual expenditure is over the budgeted amount due to the increase in cost of the field trips.

Action 3.9--Grow Our Own Program: The amount of the actual expenditure is over the budgeted amount due to the increase in number of Teacher Aides.

Action 3.10-Spanish Teachers: The amount of the actual expenditures is over the budgeted amount due to increase in salary due to step in column (increase in years of services).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1-Coaching and Support for New Teachers: The effectiveness of this action is evident across multiple metrics. In 2023–24, 88.2% of teachers were fully credentialed and appropriately assigned, demonstrating the District’s continued commitment to staffing classrooms with qualified educators. Through the NET program, 70 probationary teachers received intensive support, participating in a five-day New Teacher Academy and two additional days specifically designed for Special Education teachers. All 70 probationary teachers successfully completed Cycles 1 and 2 of their professional development during the first semester, with training sessions focused on critical areas such as classroom management, instructional strategies, English Learner instruction, and effective assessment practices. Student academic outcomes further

indicate the positive impact of this action. According to the i-Ready Formative Assessments administered in the middle of the 2024–25 school year, 34.1% of students in grades 3–8 met or exceeded standards in English Language Arts, an increase from 27% during the same period in 2023–24. Similarly, in mathematics, 2.9% of students met or exceeded standards, compared to 1.9% the previous year. While overall proficiency rates indicate there is still significant work to be done, the year-over-year growth suggests that improved instructional quality, supported through NET coaching, is contributing to academic gains. Behavioral data also supports the effectiveness of this action. As of April 24, 2025, the District's suspension rate had decreased to 2.5%, an improvement over previous years and lower than the 3.3% suspension rate reported on the 2024 California Dashboard. Additionally, Office Discipline Referral (ODR) data indicated a reduction in discipline incidents, with a 21.9% referral rate as of April 28, 2025, compared to 24.4% at the same point in the prior year (Schoolzilla). These improvements suggest that NET training on classroom management and student engagement strategies has positively influenced school climate and student behavior.

**Action 3.2-Provide a District Librarian and Library Media Technician:** This action was effective in ensuring that SJUSD students had access to standards-aligned instructional material. This action directly contributed to the District's ability to maintain 100% access to standards-aligned instructional materials for every student during the 2024–25 school year. Through their work supporting curriculum integration, promoting technology use, and providing targeted literacy instruction, the District Librarian and LMTs helped sustain the District's compliance with state instructional materials standards, a key component of the Conditions of Learning priority.

**Action 3.3- Provide 21st Century Learning Environments:** This action was effective in ensuring that SJUSD had all schools in good repair. The 21st century furniture and technology was positively received from students at the impacted school sites, as furniture upgrades has been a request from student focus groups over the last three years.

**Action 3.4-Provide updated campus and safety features:** This action was effective. These enhancements play a critical role in fostering a positive school climate. A well-maintained and secure campus helps students feel safer, which contributes to a greater sense of belonging and allows them to remain focused on learning. A safe environment also supports the broader efforts of educators and staff to engage students and build strong school communities. Moreover, these infrastructure investments directly support the State's Basic Services priority. This is evidenced by the district's consistently high performance on annual Facilities Inspection Tool (FIT) audits, where schools continue to earn exemplary or near-exemplary ratings. These results reflect the district's ongoing dedication to maintaining high standards for facilities and providing students with the safe, supportive spaces they need to succeed.

**Action 3.5-Provide support to each school to allow for academic field trips:** This action was effective. The effectiveness of this action was measured through two primary metrics: course access data and sense of belonging survey results. In 2024–25, 100% of students had access to a broad course of study, including enrichment opportunities such as academic field trips, maintaining the District's commitment to equitable learning access. Additionally, sense of belonging data from the fall 2024 survey showed measurable improvement. Among students in grades 3–5, 66% responded favorably to feeling a sense of belonging at school, compared to a baseline of 63%. In grades 6–12, 34% of students responded favorably, an increase from 30% the previous year. These gains suggest that field trips, alongside other engagement initiatives, contributed to strengthening students' connections to their school community. By investing in academic field trips, SJUSD successfully enriched students' educational experiences, enhanced curriculum relevance, and promoted a more inclusive and engaging learning environment.



Action 3.6-Music Opportunities, Action 3.7- Physical Education Opportunities, and Action 3.10-Spanish Teachers: These actions were effective. The effectiveness of these actions was measured using course access data and student sense of belonging survey results. As verified through the Aeries Student Information System, 100% of SJUSD students had access to a broad course of study, including music, physical education, and Spanish language instruction. Additionally, sense of belonging data from the fall 2024 Student Survey showed measurable improvement. Sixty-six percent (66%) of students in grades 3–5 reported feeling a sense of belonging at school, compared to a baseline of 63%. Among students in grades 6–12, 34% of students reported a favorable sense of belonging, up from 30% the previous year. These outcomes suggest that broadening access to enrichment courses not only strengthens academic learning but also helps students feel more connected to their school communities. Moving forward, the District will continue to maintain these opportunities to further promote student engagement, academic success, and readiness for the demands of a diverse and interconnected world.

Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students: This action was effective. The effectiveness of this action was measured through course access data and student sense of belonging survey results. Based on data from the Aeries Student Information System, 100% of students, including Foster and Homeless students, had access to a broad course of study. Sense of belonging survey results also showed improvement. In fall 2024, 66% of students in grades 3–5 reported feeling a sense of belonging at school, up from 63% the previous year. Among students in grades 6–12, 34% reported a favorable sense of belonging, compared to 30% in the prior year. These improvements suggest that targeted supports and enrichment opportunities for Foster and Homeless students positively impacted their school engagement and connection to the learning community. Moving forward, the District will continue to provide tailored enrichment activities and resources to ensure that all students, particularly those facing the greatest barriers, are supported both academically and emotionally.

Action 3.9--Grow Our Own Program: This action was highly effective. The effectiveness of this action was measured primarily through student sense of belonging survey results and staff feedback. According to the fall 2024 survey, 66% of students in grades 3–5 reported a favorable sense of belonging at school, up from a baseline of 63%. In grades 6–12, 34% of students reported a favorable sense of belonging, compared to 30% the previous year. These improvements suggest that the presence of additional supportive adults in classrooms, including Grow Our Own Teacher Aides, positively impacted students' feelings of connection and inclusion. Staff feedback further supports the success of the program. One hundred percent (100%) of participating teachers indicated that having a Teacher Aide was very helpful to classroom management and instruction. Additionally, 100% of teachers stated they would recommend the program to their colleagues. These responses reflect strong satisfaction with the program's impact on instructional quality and classroom climate.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes were made to metric 3.5 to clarify language to include unduplicated students and exceptional needs.

Action 3.1-Coaching and Support for New Teachers: No changes in this action for the 2025-26 school year.

Action 3.2-Provide a District Librarian and Library Media Technician: No changes in this action for the 2025-26 school year.

Action 3.3- Provide 21st Century Learning Environments: No changes in this action for the 2025-26 school year.

Action 3.4-Provide updated campus and safety features: No changes in this action for the 2025-26 school year.

Action 3.5-Provide support to each school to allow for academic field trips: No changes in this action for the 2025-26 school year.

Action 3.6-Music Opportunities: This action was modified for the 2025-26 school year to include an additional music teacher for our new elementary school as well as providing music materials, supplies, and equipment. Funds are increased for this action in the 2025-26 school year.

Action 3.7- Physical Education Opportunities: An additional P.E. teacher is added for the 2025-26 school year to support our new elementary school which causes an increase in funds for this action item.

Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students: No changes in this action for the 2025-26 school year.

Action 3.9--Grow Our Own Program: No changes in this action for the 2025-26 school year.

Action 3.10-Spanish Teachers: No changes in this action for the 2025-26 school year.

The following are new actions for the 2025-26 school year:

Action 3.11-Provide Support to the Alder Program: This is a new action that is designed to support the Alder Teacher Residency program which enables student teachers to teach in San Jacinto Unified School District and potentially get hired once their credential is completed. This program enables SJUSD to hire highly effective teachers that represent a diverse community and fill the gap of teachers we struggle to hire, such as special education teachers and math teachers.

Action 3.12-Expansion of Inclusive Preschool Access for Community and Staff. This action will expand Preschool opportunities to SJUSD families who do not meet the financial criteria, broadening the scope of support for our community's children. Additionally, SJUSD staff will be eligible to send their children to Preschool, which has the potential to assist with retention.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Coaching and Support for New Teachers	<p>SJUSD will support new teachers by funding New Educator Training (NET) Teachers On Special Assignment. The NET TOSA's will provide professional development, coaching and mentoring to support new teachers in ensuring that evidence based practices will be utilized to support students. NET TOSAs play a multifaceted role in supporting new teachers as they strive to help students achieve their full potential. This action will support ensuring that teachers are fully credentialed and utilizing standards aligned instructional materials.</p> <p>This action will support student groups in the red in English Language Arts, Mathematics, and Behavior by providing instructional strategies to support students needing additional support.</p>	\$663,562.00	Yes
<b>3.2</b>	Provide a District Librarian and Library Media Technicians.	<p>The District Librarian and 12 Library Media Technicians play a vital role in promoting literacy, supporting academic achievement, fostering literacy information, creating a conducive learning environment, supporting teachers and curriculum, promoting technology integration, and cultivating a culture of lifelong learning,</p> <p>By providing this action it enables SJUSD to maintain 100% standards-aligned instructional materials for every students.</p>	\$1,383,466.00	Yes
<b>3.3</b>	Provide 21st Century Learning Environments	<p>Providing 21st-century learning environments with modern furniture, equipment, and technology offers numerous benefits, including enhanced student engagement, facilitated collaboration, personalized learning experiences, access to information and resources, preparation for the digital age, real-world relevance, and increased teacher effectiveness.</p> <p>This action helps SJUSD maintain 100% “good repair” on all FIT inspections.</p>	\$315,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	Provide updated campus and safety features.	<p>Providing updated campus and safety features in schools offers numerous advantages, including enhanced security, a safer learning environment, improved emergency preparedness, reduced risk of violence and crime, improved mental health and well-being, legal and regulatory compliance. Investing in campus safety measures is essential for creating a conducive environment where students can thrive academically, socially, and emotionally.</p> <p>Actions include items such as additional security contractors during peak periods, replace fencing at SJHS to extend to 8 feet high, purchase door wedges, and add/update cameras.</p> <p>This action helps SJUSD maintain 100% “good repair” on all FIT inspections.</p>	\$463,078.00	Yes
<b>3.5</b>	Provide support to each school to allow for academic field trips	Field trips offer numerous educational benefits, including hands-on learning, enriched curriculum, cultural exposure and diversity, stimulated curiosity and interest, improved retention and engagement, development of social and emotional skills, career exploration and inspiration, and community engagement and connection.	\$340,000.00	Yes
<b>3.6</b>	Music Opportunities	<p>This action provides students access to music opportunities. This action will fund the Elementary music teachers as well as materials, supplies, and equipment.</p> <p>This action enables SJUSD to maintain access to a Broad Course of Study based on Aeries Student Information System.</p>	\$1,327,343.00	Yes
<b>3.7</b>	Physical Education Opportunities	<p>This action will provide Physical Education opportunities by funding the following:</p> <ul style="list-style-type: none"> <li>1)Elementary Physical Education Teachers</li> <li>2)Provide Physical Education curriculum and equipment</li> <li>3)Provide P.E. and athletic uniforms</li> </ul>	\$1,254,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.8</b>	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	<p>This action will provide enrichment activities and school supplies for Foster Youth and Homeless students. Providing field trips and enrichment activities for Foster Youth and Homeless students offers numerous advantages, including experiential learning, cultural exposure and enrichment, socialization and peer interaction, sense of belonging and community, increased engagement and motivation, positive role models and mentors, coping skills and resilience, and academic achievement and success. By offering these opportunities, schools and community organizations can support the holistic development and well-being of Foster Youth and Homeless students, helping them overcome barriers and achieve their full potential.</p> <p>This action will assist SJUSD in remaining outside of Differentiated Assistance for Foster Youth students and assist SJUSD in exiting Differentiated Assistance for Homeless students as measured by the CA Dashboard.</p>	\$40,000.00	Yes
<b>3.9</b>	Grow Our Own Program	This action will help develop future teachers by funding Teacher Aides for the Grow Our Own Program. This program is designed to mentor recent SJUSD alumni who are interested in becoming a teacher.	\$116,116.00	Yes
<b>3.10</b>	Spanish Teachers	<p>This action will fund 6 Spanish teachers. By investing in Spanish teachers, schools prepare students for success in a multicultural and multilingual society, equipping them with the skills, knowledge, and perspectives needed to thrive in a diverse world.</p> <p>This action enables SJUSD to maintain access to a Broad Course of Study based on Aeries Student Information System.</p>	\$794,533.00	Yes
<b>3.11</b>	Provide Support to the Alder Program	The Alder Teacher Residency program is a year-long, immersive residency program that combines hands-on classroom experience with rigorous	\$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum, leading to a Master's degree and California teaching credential. The program is designed to provide a supportive pathway for aspiring teachers to gain knowledge and skills need to thrive in the classroom.		
<b>3.12</b>	Expansion of Inclusive Preschool Access for Community and Staff	<p>This action will fund the hiring of one additional preschool teacher and two instructional aides to expand access to preschool for families who do not meet income-based eligibility requirements and for staff who work within the district.</p> <p>The expanded preschool offering will serve as a schoolwide action, designed to address the community-identified need for equitable early childhood education access. It is expected to improve kindergarten readiness, reduce barriers to early learning, and support staff morale and retention. Success will be measured through preschool enrollment rates, family satisfaction surveys, and annual staff retention data.</p>	\$142,345.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Mountain View High School will increase the number of students who are exiting CCI prepared from 1.5% to 7.8% as measured on the 2024 California Dashboard by June 2026. The School will also increase student's sense of belonging from 38% of students responding favorably (2024 Fall Panorama Student Survey) to 42% responding favorable based on the panorama survey data by June 2026. This goal is inclusive of the following student groups: Students With Disabilities, Homeless students, Socioeconomically Disadvantaged students, English Learners, Long-Term English Learners, and Hispanic students. According to Teaching Assignment Monitoring Outcomes 40.6% of Mountain View High School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2022-23).	Equity Multiplier Focus Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

According to the California Dashboard, Mountain View High School has had a low number of students graduating college/career ready for multiple years. 2018 = 1.6%, 2019 = 1.2%, 2023 = 4.8%, 2024=1.5%. This placed MVHS in the very low performance level. MVHS was also identified as having a 74.23% non-stability rate for the 2024-25 Equity Multiplier Funds. MVHS students have not had access to hands-on CTE courses on campus until this year. By hiring a credentialed CTE teacher for their film/media course, MVHS has removed a barrier for student success. The course, video production, is also considered to be at a college level. College State Course Code -9020 college credit course -Visual Arts. According to the study, Creating a Future-Oriented Culture in High Schools: The Impact of the College and Career Readiness Expansion Project (<https://ies.ed.gov/ncee/WWC/Study/90291>), found on What Works Clearinghouse found students in high school should be taking courses of a college level while still in high school. This course meets that criteria. In addition MVHS used equity multiplier funds to embed a registered pre-apprenticeship into the course partnering with JDS Creative Academy which is a California registered apprenticeship. MVHS students who successfully complete the course will be able to transition into an apprenticeship if they choose to. These new opportunities will also help students to be considered College/Career ready as measured by the CA Dashboard. The School proposed the hiring of a Licensed Vocational Nurse (LVN) to support MVHS students. The School has been having an increased number of students enrolling in our school with severe health conditions such as diabetes which necessitate an LVN being on campus to assist students' health needs. This will increase the health wellbeing of the students on campus and increase students sense of belonging. The fall 2023 student survey showed that only 36% responded favorably to having a sense of belonging at school. Through this goal MVHS will be able to improve their outcomes. Mt. View High School sought input from educational partners through their School Site Council, English Language Advisory Council, ASB and Counselor's Advisory groups. Staff were engaged for feedback during staff meetings. Student

input was also gained from exit interviews. Mt. View High School was identified as having a 73.39% non-stability rate making them eligible for Equity Multiplier funds for the 2025-26 school year. Mt. View High School's Equity Multiplier goal will remain the same for the 2025-26.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students college and career ready  Data Source: 2023 California School Dashboard--MVHS	All Students: 4.8% English Learners: 0.0% Foster Youth: < 11 stu Homeless: 6.7% Socioeconomic Disadvantaged: 4.8% Differently Abled: 0.0% Hispanic: 3.8% AA: 8.7% AI: < 11 stu FI: <11 stu 2+: < 11 stu White: 4.5%	All Students: 1.7% English Learners: 0.0% Foster Youth: < 11 stu Homeless: 4.2% Socioeconomic Disadvantaged: 1.5% Differently Abled: 0.0% Hispanic: 1.4% AA: 0.0% AI: < 11 stu FI: < 11 stu 2+: < 11 stu White: 6.7% LTEL: 0.0% Data Source: 2024 California School Dashboard-MVHS		All Students: 7.8% English Learners: 3.0% Foster Youth: < 11 stu Homeless: 9.7% Socioeconomic Disadvantaged: 7.8% Differently Abled: 3.0% Hispanic: 6.8% AA: 11.7% AI: < 11 stu FI: <11 stu 2+: < 11 stu White: 7.5%	All Students: - 3.10% English Learners: 0.0% Foster Youth: < 11 stu Homeless: -2.5% Socioeconomic Disadvantaged: - 3.30% Differently Abled: 0.0% Hispanic: -2.40% AA: -8.7% AI: < 11 stu FI: < 11 stu 2+: < 11 stu White: 2.1% LTEL: 0.0%
4.2	Student Survey  Data Source: Panorama Student Survey Spring 2024	Students at MVHS are stating that 36% feel a sense of belonging.	Students at MVHS are stating that 38% feel a sense of belonging. (Fall 2024 Panorama Student Survey)		Target for year 3 is to get the overall students sense of belonging up to 42%.	+2.0 increase

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 4.1-Film/Media CTE: Mountain View High School implemented the primary action of expanding Career Technical Education (CTE) through the hiring of a credentialed teacher for the Film/Media CTE pathway. This action aimed to increase student completion of CTE pathways and improve college/career readiness outcomes. As planned, enrollment in the program doubled from 20 to 40 students between September and March 2025. Five students were registered in pre-apprenticeship programs, and one student successfully graduated college/career ready directly from the program, with two others transferring back to SJHS with a college/career-ready status. Successes include high levels of student satisfaction, with 100% of enrolled students recommending the course, 89% reporting it motivates them to attend school, and 78% stating it supports their postsecondary plans. The course has become a motivational anchor for student engagement. This staffing challenge may affect the expansion of college and career readiness programs beyond the current pathway. Additionally, although individual motivation improved, overall school attendance rates did not demonstrate a substantial upward trend and remain relatively flat.

Action 4.2-CTE Materials: This action was implemented by purchasing materials and supplies for the full functioning of the film and media classes.

Action 4.3-Registered Pre-Apprenticeship: This action was aimed at connecting Career Technical Education (CTE) students to a registered pre-apprenticeship program, was fully implemented as described. The program was approved by the state in the early part of the spring semester. Five students were successfully registered in pre-apprenticeship programs, and one student graduated with college/career readiness directly attributed to participation in the program. The challenge with this action is the fact that the time and ease to apply and get accepted into a pre-apprenticeship program took a some time. Another challenge is that the state application to get into the pre-apprenticeship program is a tedious process for students and parents, requiring support from the school to complete the application.

Action 4.4-Licensed Vocation Nurse: This action funded a full-time Licensed Vocational Nurse (LVN) to support student health and well-being and increase students' sense of belonging at Mountain View High School (MVHS). This action was fully implemented as planned. The LVN provided direct services to 377 students as of April 2025, including medical attention, health-related family outreach, and counseling students on attendance and academic recovery. The LVN also supported students through Individualized Education Plans (IEPs) and 504 Plans, contributing to the well-being of Students with Disabilities and other targeted student groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1-Film/Media CTE: No material differences.

Action 4.2-CTE Materials: Material difference were over the estimated budgeted expenditures as a result of more expenses for supplies than anticipated.

Action 4.3-Registered Pre-Apprenticeship: Material differences were under the estimated budgeted expenditures as a result of pre-apprenticeship agreement was enacted late in the year. More expenses planned for 25-26.

Action 4.4-Licensed Vocation Nurse: Material difference was over the estimated budgeted expenditures due to the individual hired for position had more experience and cost more than the generic estimate in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1-Film-/Media CTE and Action 4.2 CTE Materials: The actions of hiring a credentialed CTE teacher purchasing materials to have a Film/Media CTE pathway proved effective in increasing CCI preparedness. The program produced at least one graduate who met CCI requirements, and two additional students who transferred demonstrated college/career readiness. The increase in students reporting a sense of belonging from 36% to 38% (Panorama Fall 2024) also reflects a modest but positive trend. Student feedback on the program indicates it contributes significantly to their engagement and motivation. While the numeric increase in CCI-prepared students remains small, qualitative data and pathway expansion point to increasing momentum.

Action 4.3-Registered Pre-Apprenticeship: Although the pre-apprenticeship just started it is yielding promising indicators of effectiveness. Student engagement and satisfaction were high—100% of participants recommend it. Next year Mt. View looks forward to seeing a full year of implementation.

Action 4.4-Licensed Vocation Nurse: This action was effective. The LVN's impact was observable across multiple metrics. Notably, the sense of belonging increased from 36% to 38% favorable responses in the Fall 2024 Panorama survey, reflecting early movement toward the 42% goal by June 2025. Additionally, attendance rates improved post-P2 reporting:

Month 1 (M1) increased from 86.47% to 89.09%

M2 rose from 84.27% to 85.69%

M3 slightly improved from 83.64% to 83.72%

M4 increased from 82.31% to 82.41%

These trends suggest the LVN's outreach and support efforts helped students and families navigate attendance-related barriers, contributing to improved school engagement. The LVN's ability to serve students across multiple needs (medical, academic, and emotional) aligns directly with the goal's emphasis on increasing CCI preparedness and belonging, especially for high-need student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes were made to the goal description and explanation to include updated language including adding data from the 2024 CA Dashboard for the second year of this plan.

Action 4.1-Film/Media CTE: Based on the promising results of this year's implementation, MVHS will continue to support and expand the Film/Media CTE pathway. The metrics for next year will continue to include CCI preparedness, Panorama survey results on belonging, CTE pathway enrollment, and completion data. Additional focus will be placed on improving attendance outcomes, potentially through integrated supports that connect CTE programming to attendance interventions. Next year MVHS will continue to recruit students and increase participation and completion of this CTE pathway.

Action 4.2-CTE Materials: No changes in 2025-26.

Action 4.3-Registered Pre-Apprenticeship: Changes include earlier recruitment into the program as well as having a paid staff member to assist students and parents/guardians in completing the required application and documentation needed to enter the program. Targeted outreach and support will be increased for underrepresented student groups.

Action 4.4-Licensed Vocation Nurse: While the LVN role proved effective, full realization of the goal will require additional strategies due to the persistent challenge of teacher misassignment—31.6% of MVHS teachers are teaching out of field (DataQuest, 2021–22). As this may impact instruction quality and student connectedness, the district will explore:

Providing additional professional development and mentoring to support out-of-field teachers.

Expanding the LVN's collaboration with counseling and academic support services to more explicitly target CCI preparedness.

Refining outreach protocols to focus on chronic absentee students within the identified student groups (e.g., Homeless, English Learners).

Implementing a mid-year Panorama survey to monitor belonging and identify early interventions.

The district remains committed to equity-focused improvements and will continue using multiple measures to monitor progress and inform adjustments.

In the 2025-26 school year Mt. View High School will add action 4.5-Grow Our Own Teacher's Aide who is a recent graduate of the CTE Film/Media program who will be trained to assist students and families in completing the paperwork required to enter the pre-apprenticeship program, as well as provide support to students and assist in recruitment of the program. Additionally, action 4.6- 5 Star Students program will be purchased which will promote Positive Behavior Intervention Support activities designed to increase attendance, school connectedness, and school climate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Film/Media CTE Courses	Increase enrollment and completion of Career Technical Education (CTE) Pathway by hiring one credentialed CTE teacher.	\$56,706.00	No
4.2	Supplies for CTE Course	Provide materials and equipment for students to use in the film and media class.	\$4,817.00	No
4.3	Registered Pre-Apprenticeship	Connect CTE students to a pre-apprenticeship program, which includes consultant fees, supplies, field trips, and curriculum.	\$9,389.00	No
4.4	Licensed Vocational Nurse	Increase the health wellbeing of students on campus and increase students sense of belonging by funding a full time Licensed Vocational Nurse.	\$137,155.00	No
4.5	Grow Our Own Teacher's Aide	Provide a "Grow Our Own Teacher Aide" to assist students and families to complete the forms needed for registering with the California pre-apprentice system. A Grow Our Own Teacher's Aide is a recent MVHS graduate who completed the Video Production CTE program and will provide support to the video/media CTE teacher, students, and assist with recruitment.	\$20,427.00	No
4.6	5 Star Students	Purchase 5 Star Students program to enhance PBIS activities to increase attendance and school climate.	\$7,100.00	No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Mountain Heights Academy will increase the number of MHA students who are exiting College and Career Indicator (CCI) as prepared from 5.6% (2024 CA Dashboard) to 11% by June 2026 as measured by the California Dashboard, inclusive of the following student groups: Students With Disabilities, Homeless students and Socioeconomically Disadvantaged students. According to Teaching Assignment Monitoring Outcomes 73.1% of Mountain Heights Academy teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2022-23).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

According to the California Dashboard, MHA has had a low number of students graduating college/career ready for multiple years. 2018 = 3.6%, 2019 = 3.1%, 2023 = 8%, 2024 = 5.6%. This placed MHA in the very low performance level. MHA was identified as having a 69.06% non-stability rate MHA (for the 2024-25 funds) students have not had access to hands-on CTE courses on our campus. By hiring a credentialed CTE teacher for the film/media course MHA has removed a barrier for student success. The course, F3027 video production, is also considered to be at a college level. College State Course Code -9020 college credit course -Visual Arts. According to the study, Creating a Future-Oriented Culture in High Schools: The Impact of the College and Career Readiness Expansion Project ( <a href="https://ies.ed.gov/ncee/WWC/Study/90291">https://ies.ed.gov/ncee/WWC/Study/90291</a> ), found on What Works Clearinghouse, students in high school should be taking courses at college level while still in high school. This course meets that criteria. In addition, as part of MHA plan a registered pre-apprenticeship was embedded into the course partnering with JDS Creative Academy which is a California registered apprenticeship. MHA students who successfully complete the course will be able to transition into an apprenticeship if they choose to. These new opportunities will also help students to be considered College/Career ready as measured by the CA Dashboard. MHA sought out input from educational partners through their School Site Council, English Language Advisory Council, ASB and Counselor Advisory groups. Staff were engaged for feedback during staff meetings. Student input was also gained from exit interviews. Based on the 2023-24 Stability Rate Data Mt. Heights Academy had a non-stability rate of 56.07% and will receive Equity Multiplier funds for the 2025-26 school year. Educational partner engagement was held with students, staff, and families to garner feedback. For the 2025-26 the Equity Multiplier goal will remain the same.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students college and career ready.  Data Source: California School Dashboard 2023	All Students at MHA: 8% English Learners: < 11 stu Foster Youth: < 11 stu Homeless: < 11 stu Socioeconomically Disadvantaged: 8.8% SWD: < 11 stu AI: < 11 stu HI: 10.9% 2+: < 11 stu WH: 0.0% Data Source: California School Dashboard 2023-Mt. Heights Academy	All Students at MHA: 5.6% English Learners: < 11 stu Foster Youth: < 11 stu Homeless: < 11 stu Socioeconomically Disadvantaged: 5.7% SWD: < 11 stu AI: < 11 stu HI: 4.8% 2+: < 11 stu WH: 0.0% Data Source: California School Dashboard 2024-Mt. Heights Academy		All Students at MHA: 11.0% English Learners: < 11 stu Foster Youth: < 11 stu Homeless: < 11 stu Socioeconomically Disadvantaged: 11.8% SWD: < 11 stu AI: < 11 stu HI: 13.9% 2+: < 11 stu WH: 3.0%	All Students at MHA: -2.4% English Learners: < 11 stu Foster Youth: < 11 stu Homeless: < 11 stu Socioeconomically Disadvantaged: -3.1% SWD: < 11 stu AI: < 11 stu HI: -6.1% 2+: < 11 stu WH: 0.0%

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway: This action was fully implemented through the hiring of a credentialed teacher for the Film/Media CTE pathway. This action aimed to increase student completion of CTE pathways and improve college/career readiness outcomes. As planned, enrollment in the program doubled from 20 to 40 students between September and March 2025. Five students were registered in pre-apprenticeship programs, and one student successfully graduated college/career ready directly from the program, with two others transferring back to SJHS with a college/career-ready status.

Action 5.2-Supplies for the Film/Media CTE Pathway: This action was implemented by purchasing materials and supplies for the full functioning of the film and media classes.

Action 5:3-Registered Pre-Apprenticeship: This action was aimed at connecting Career Technical Education (CTE) students to a registered pre-apprenticeship program, was fully implemented as described. The program was approved by the state in the early part of semester two. Five students were successfully registered in pre-apprenticeship programs, and one student graduated with college/career readiness directly attributed to participation in the program. The challenge with this action is the fact that the time to apply and get accepted into a pre-apprenticeship program took some time. Another challenge is that the state application to get into the pre-apprenticeship program is a tedious process for students and parents, requiring support from the school to complete the application.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway: No material differences.

Action 5.2-Supplies for the Film/Media CTE Pathway: The material differences are under the budgeted expenditures due to not as many expenses for supplies as anticipated.

Action 5:3-Registered Pre-Apprenticeship: The material difference is under the estimated budgeted expenditures due to pre-apprenticeship agreement was enacted later in the year than expected. There are incumbrances that have not been paid and that is why this item shows \$0 was expended. More expenses planned for 25-26.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway and Action 5.2-Supplies for Film/Media CTE Pathway: These actions were effective. There was an increase in students participating in this pathway and the site anticipates an increase in their CCI indicators for 2025 CA Dashboard. Successes include high levels of student satisfaction, with 100% of enrolled students recommending the course, 89% reporting it motivates them to attend school, and 78% stating it supports their postsecondary plans. The course has become a motivational anchor for student engagement. This staffing challenge may affect the expansion of college and career readiness programs beyond the current pathway. Additionally, although individual motivation improved, overall school attendance rates did not demonstrate a substantial upward trend and remain relatively flat. The increase in students reporting a sense of belonging from 36% to 38% (Panorama Fall 2024) also reflects a modest but positive trend. Student feedback on the program indicates it contributes significantly to their engagement and motivation. While the numeric increase in CCI-prepared students remains small, qualitative data and pathway expansion point to increasing momentum.

Action 5:3-Registered Pre-Apprenticeship: Although the pre-apprenticeship just started it is yielding promising indicators of effectiveness. Student engagement and satisfaction were high—100% of participants recommend it. Next year Mt. Heights Academy looks forward to seeing a full year of implementation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal description/explanation was modified to include 2024 data and updated language.

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway: Based on the promising results of this year's implementation, Mt. Heights Academy will continue to support and expand the Film/Media CTE pathway. The metrics for next year will continue to include CCI preparedness, Panorama survey results on belonging, CTE pathway enrollment, and completion data. Additional focus will be placed on improving attendance outcomes, potentially through integrated supports that connect CTE programming to attendance interventions. Next year Mt. Heights Academy will continue to recruit students and increase participation and completion of this CTE pathway.

Action 5.2-Supplies for the Film/Media CTE Pathway: No changes in 2025-26.

Action 5.3-Registered Pre-Apprenticeship: Changes include earlier recruitment into the program as well as having a paid staff member to assist students and parents/guardians in completing the required application and documentation needed to enter the program. Targeted outreach and support will be increased for underrepresented student groups.

For the 2025-26 school year the following actions will be added to Mountain Heights Academy's Equity Multiplier Fund plan:

Action 5.4-Extra duty for staff-this action will assist Mt. Heights Academy students and families in completing the forms needed for registering with the pre-apprenticeship program.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Provide a Film/Media Career Technical Education Courses/Pathway	Increase enrollment and completion of Career Technical Education (CTE) Pathway by hiring one credentialed CTE teacher.	\$56,707.00	No
5.2	Supplies for the Film/Media CTE Pathway	Provide materials and equipment for students to use in the film and media class.	\$59,650.00	No
5.3	Registered Pre-Apprenticeship	Connect CTE students to a pre-apprenticeship program, which includes consultant fees, supplies, field trips, and curriculum.	\$64,223.00	No

Action #	Title	Description	Total Funds	Contributing
<b>5.4</b>	Extra Duty for Staff	This action will provide extra duty to a staff member to assist Mt. Heights Academy students through the registration process for the Pre-Apprenticeship program.	\$613.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	San Jacinto Technology Institute will increase student achievement in English Language Arts on the CAASP from 37.5 points below the standard (2024 CA Dashboard) to 15.5 points below the standard and reduce chronic absenteeism from 35.5% (2024 CA Dashboard) to 30% by June 2026. This will be done by building capacity with teachers to create structured collaborative opportunities and by increasing virtual engagement attendance strategies for students (inclusive of Students With Disabilities, African American students, English Learners, and Socioeconomically Disadvantaged students). According to Teaching Assignment Monitoring Outcomes 18.8% of San Jacinto Technical Institute teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2022-23).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 6 was created to address the unique needs of students at San Jacinto Technology Institute. As the district's only K-8 Virtual School, SJTI continuously looks for ways to increase online engagement, provide instructional and curricular support for both staff and students. Most core curriculum aligns with in-person instruction and delivery and lacks online strategies to supplement the teachers who teach in a virtual setting. As a virtual school, SJTI continues to adapt, modify, and design learning opportunities for students using core curriculum that needs to be developed for the virtual learners. This becomes even more evident when addressing barriers to attendance and meeting the needs of Students With Disabilities, African American students, English Learners, and Socioeconomically Disadvantaged students.

The 2024 California Dashboard shows there was an increase of 8 points in English Language Arts, where all students scored -37.5 distance from the grade level standard. Additionally, there was a slight increase in students who meet or exceeded in reading based on SJTI's local i-Ready data in 2024-25. By building the capacity of teachers to create virtual structured collaborative opportunities to develop written language skills students will be more engaged in their education and achievement will increase. By increasing virtual engagement strategies and attendance interventions SJTI will be able to support student groups in the red for chronic absenteeism and decrease chronic absences. Based on the root cause analysis it was determined there is a need to increase and improve structured collaborative opportunities for students. According to What Works Clearinghouse providing regular, structured opportunities help to develop written language skills assists students in engaging in analytical writing activities, during which they learn to support their opinions, arguments, and claims with evidence from tests. By funding an Education Technology Teacher On Special Assignment this teacher will be able provide professional development and coaching on how to implement structured collaborative opportunities in the virtual setting and assist teachers in strategically designing graphic organizers, sentence frames, and other visual supports for structured student talk through daily opportunities for students to discuss content and learning with other students and in small groups. Targeted coaching and support will be provided to teachers having a credential



out-of-field. This position will also assist in providing tiered supports for students who are chronically absent or at risk of being chronically absent. Additionally, SJTI will hire a part-time instructional aide and a full time aide who will support students in implementing structured collaborative opportunities, provide targeted academic interventions and provide support for students who struggle with attendance. Based on feedback from educational partners having a guest teacher will help support staff in receiving professional development and in supporting students with attendance interventions and increase engagement. The equity multiplier funds will also be used to hire a Corwin consultant to provide additional professional development and resources to support structured collaboration opportunities inclusive of strategies to support English Learners and Long-Term English Learners. Feedback from staff, parents/families, and students was received during the SJTI mid-year review meeting and staff meetings in 2024 and staff surveys in 2025. For the 2025-26 school year SJTI is eligible for second year of equity multiplier funds due to having a 59.50% non-stability rate.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Pupil Achievement on Statewide Assessments--ELA DFS  Data Source: California School Dashboard 2023	ALL: -45.5 EL: -66.0 SWD: -90.1 SED: -48.0 HOM: <11 stu FY: <11 stu HI: -49.6 AI: <11 stu AS: <11 stu AA: -64.5 FI: <11 stu PI: <11 stu 2+: <11 stu WH: +0.6 Data Source: California School Dashboard 2023	ALL: -37.5 EL: -77.4 SWD: -71.9 SED: -45.7 HOM: <11 stu FY: <11 stu HI: -46.8 AI: <11 stu AS: <11 stu AA: 1.8 FI: <11 stu PI: <11 stu 2+: <11 stu WH: 23.3 LTEL: <11 stu Data Source: California School Dashboard 2024-SJTI		ALL: -0.5 EL: -21.0 SWD: -45.1 SED: -3.0 HOM: <11 stu FY: <11 stu HI: -4.6 AI: <11 stu AS: <11 stu AA: -19.5 FI: <11 stu PI: <11 stu 2+: <11 stu WH: +45.6	ALL: +8.0 EL: -11.4 SWD: +18.2 SED: +2.3 HOM: <11 stu FY: <11 stu HI: +2.8 AI: <11 stu AS: <11 stu AA: +66.3 FI: <11 stu PI: <11 stu 2+: <11 stu WH: +22.7
6.2	Pupil Achievement Local Assessment--Reading i-Ready meets or exceeds	ALL: 43.5% EL: 4.0% SWD: 28.6% SED: 33.3%	ALL: 44.3% EL: 18.8% SWD: 33.3% SED: 42.7%		ALL: 54.5% EL: 25.0% SWD: 49.6% SED: 54.3%	ALL: +0.8% EL: +14.8% SWD: +4.7% SED: +9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Schoolzilla	HOM: <11 stu FY: <11 stu HI: 41.5% AI: <11 stu AS: <11 stu AA: 44.4% FI: <11 stu PI: <11 stu 2+: <11 stu WH: 58.8% Data Source: Schoolzilla	HOM: <11 stu FY: <11 stu HI: 44.3% AI: <11 stu AS: <11 stu AA: 43.3% FI: <11 stu PI: <11 stu 2+: <11 stu WH: 53.6% Data Source: Schoolzilla--SJTI		HOM: <11 stu FY: <11 stu HI: 62.5% AI: <11 stu AS: <11 stu AA: 65.4% FI: <11 stu PI: <11 stu 2+: <11 stu WH: 79.8%	HOM: <11 stu FY: <11 stu HI: +2.8% AI: <11 stu AS: <11 stu AA: -1.1% FI: <11 stu PI: <11 stu 2+: <11 stu WH: -5.2%
6.3	Chronic Absenteeism  Data Source: California School Dashboard 2024	ALL: 35.5 EL: 25% SWD: 28.6% SED: 37.5% HOM: <11 stu FY: <11 stu HI: 28.6% AI: <11 stu AS: <11 stu AA: 55.9% FI: <11 stu PI: <11 stu 2+: <11 stu WH: 41.9% LTEL:41.2% Data Source: California School Dashboard 2024	This is blank because this is a new metric added to the 2025-26 LCAP		ALL: 20.5% EL: 15% SWD: 18.6% SED: 37.5% HOM: <11 stu FY: <11 stu HI: 18.6% AI: <11 stu AS: <11 stu AA: 25.9% FI: <11 stu PI: <11 stu 2+: <11 stu WH: 31.9% LTEL:31.2%	This is blank because this is a new metric added to the 2025-26 LCAP

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6.1-Ed. Tech TOSA: This action funded one full-time Educational Technology Teacher on Special Assignment (Ed. Tech TOSA) to support staff and students in implementing structured collaborative learning opportunities in the virtual setting. This action was fully implemented as described. The TOSA provided professional development and ongoing coaching to virtual teachers, focusing on strategies that increase interactive and collaborative student experiences, with specific supports for English Learners, Long-Term English Learners, Foster Youth, Homeless students, Students with Disabilities, and Socioeconomically Disadvantaged students.

Action 6.2-Fund a Corwin Consultant: This action was fully implemented as intended. San Jacinto Technical Institute partnered with a Corwin Consultant to provide targeted professional development aligned with the site's instructional focus on structured collaborative opportunities. The professional development was specifically designed to support teachers in the virtual learning environment and was inclusive of strategies tailored to English Language Learners, Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students. Over the course of the year, the Corwin Consultant conducted eight sessions with school staff, focusing on actionable strategies to foster Accountable Student Talk and build collective teacher efficacy through cycles of professional learning.

Action 6.3-Supplemental Support and Resources-Supplemental materials and resources were purchased. SJTI purchased hot spots for students who did not have access to the internet to ensure that they had access to the virtual instruction. Pear Deck was purchased to enable teachers to use engaging technology tools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 6.1-Ed. Tech TOSA: The material difference is a result of the original teacher left district, replaced with teacher at lower salary level.

Action 6.2-Fund a Corwin Consultant: The material difference was a result of additional days of professional development and training were added to contract.

Action 6.3-Supplemental Support and Resources: The material difference were under the budgeted expenditures due to not as many expenses for supplemental resources as anticipated.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6.1-Ed. Tech TOSA: The action was effective in improving both academic outcomes and student engagement. According to local i-Ready assessment data, students at or above grade level in English Language Arts increased by 7.5% from the beginning of the year to the middle of the year. In mathematics, proficiency at or above grade level increased by 13.8% during the same timeframe. These data points suggest that structured collaboration has helped students better understand academic content. Survey results further support the success of

this action. One hundred percent of parent/guardian respondents indicated that their child was able to collaborate with classmates in virtual classrooms. Additionally, 90.3% of student respondents expressed that they regularly collaborated with peers during online lessons. Among staff, 90% reported that the professional development and support provided by the Ed. Tech TOSA positively influenced their ability to incorporate collaborative opportunities during instruction.

Action 6.2-Fund a Corwin Consultant: This action effectively supported measurable gains in student achievement. 40% of staff surveyed indicated that Corwin Professional Development has been effective in supporting their ability to incorporate structured collaborative opportunities for students in class. According to i-Ready diagnostic data, student proficiency in English Language Arts increased by 7.5% from the beginning to the middle of the year, while math proficiency increased by 13.8%. These outcomes suggest that the collaborative strategies emphasized during professional development sessions contributed to stronger student understanding and engagement in core academic content. Teachers were able to implement targeted scaffolds and structured collaboration routines that encouraged deeper student discourse and academic interaction, particularly benefiting English Learners in the virtual setting.

Action 6.3-Supplemental Support and Resources: Although this action alone does not demonstrate positive growth of metrics identified in this plan, this action item has promising effectiveness. The supplemental materials provided tools teachers needed to increase structured collaborative student opportunities which had slight gains in iReady scores and positive survey results.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal description, explanation, and action items were changed to include adding a focus on reducing chronic absences based on the 2024 CA Dashboard. Additionally modifications were made to the goal explanation to include 2024 CA Dashboard data. Metric 6.3 was added for the baseline year due to SJTI being in the red for chronic absenteeism. Data sources were added to all of the metrics.

Action 6.1-Ed. Tech TOSA: While the action has produced positive outcomes, additional improvements are necessary. According to 2022-23 DataQuest data, 18.8% of San Jacinto Technical Institute teachers are teaching outside of their credentialed subject areas, which may affect the depth and consistency of instruction in core subjects. To address this, the Ed. Tech TOSA's responsibilities will be adjusted to include more targeted coaching and modeling for out-of-field teachers, with a focus on enhancing collaboration and academic discourse in English Language Arts. Additionally the Ed. Tech TOSA will help implement and designed tiered systems of support for attendance.

Action 6.2-Fund a Corwin Consultant: No changes in 2025-26.

Action 6.3-Supplemental Support and Resources: The action description was modified to expand the area of focus for the instructional aide to include providing support to student groups in the red for chronic absences.

In 2025-26 school year's Equity Multiplier Plan SJTI will add three new actions.

Action 6.4--Fund an Additional Instructional Aide: An Instructional Aide will be funded to provide additional support to all teachers at SJTI including the Independent Studies Program. The instructional aide will be supporting the new Internet Cafe Initiative designed to provide Tier

2 support to students who are struggling, specially providing targeted support and attendance interventions to Students With Disabilities, English Learners, African American students, and Socioeconomically Disadvantaged students.

Action 6.5- On Site Daily Guest Teacher: This positions will support staff in providing small group interventions , enrichment activities, as well as provide targeted support to student groups that are in the red for chronic absences. The Daily Guest Teacher will provide coverage to enable teachers to receive professional development.

Action 6.6-Expanding Tutoring Support: Extra Duty for Tutoring Support-will enhance tiered support services for students at SJTI as it will enable students who need targeted academic support the opportunity to receive tutoring services. This action will also provide targeted support to student groups in the red for chronic absenteeism.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Ed. Tech TOSA	Implement structured collaborative opportunities for students in the virtual setting by funding one Ed. Tech TOSA who will provide professional development and coaching to support all staff and students in the virtual setting making online structured collaborative opportunities accessible and build the capacity of online teachers. This action item will provide support to students struggling with chronic absenteeism, including African American students, English Learners, Students With Disabilities, and Socioeconomically Disadvantaged students.	\$125,534.00	No
6.2	Fund a Corwin Consultant	SJTI will fund a Corwin Consultant to provide PD in support of Site Focus plan. SJTI will increase student achievement by building capacity with teachers in the area of structured collaboration opportunities including strategies for English Language learners. This PD will focus on strategies in support of students in the virtual learning environment specific and measured by 2024 CAASP Assessment and local iReady EOY diagnostic results.	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>6.3</b>	Supplemental Support and Resources	Provide supplemental support to students by hiring an instructional aide who will assist in implementing structured collaborative opportunities and support student groups in the red for chronic absenteeism. Additionally, SJTI will provide technological resources such as chrome books with Long Term Evolution (LTE) which enables students who do not have access to the internet to have a device with internet access. This will support overall academic achievement and access to resources in the virtual classroom.	\$45,090.00	No
<b>6.4</b>	Fund an Additional Instructional Aide	This action will fund an Instructional Aide to support all Teachers at SJTI including traditional independent study instructors as well as supporting the newly implemented Internet Cafe Initiative for the Tier 2 re-engagement plan that supports academics, behavior, SEL, and attendance. This position will also focus on providing extra support to students struggling with chronic absenteeism (Students With Disabilities, African American Students, English Learners, and Socioeconomically Disadvantaged students. This position will also promote foundational skills and an in-person assessment environment for BOY, MOY, EOY, ELPAC, and CAASPP testing.	\$49,693.00	No
<b>6.5</b>	On Site Daily Guest Teacher	This action will fund a daily guest teacher who will receive additional training in virtual engagement strategies to support the Ed. Tech TOSA, staff, and students. The guest teacher will provide coverage for teachers during peer observation sessions as part of the SJTI collective efficacy cycles, enabling teacher collaboration and feedback on focused strategies implantation practices. This position will also provide targeted interventions for student groups in the red for chronic absenteeism. Additionally, the substitute will assist teachers across all grade levels with small group interventions and enrichment activities to support the development of foundational skills in reading and reading comprehension strategies,.	\$49,665.00	No
<b>6.6</b>	Expanding Tutoring Support	Extra duty funds will be provided to staff to create tutoring interventions for students needing targeted support. A tracking log with date, time, and tutor support provided will be kept and academic progress will be tracked as well for progress monitoring purposes.	\$6,144.00	No



Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	Monte Vista Middle School will increase student engagement by strengthening the Multi-Tiered System of Support focusing on increasing English Language Literacy, mathematics, improving systems for behavior support, and increasing college and career opportunities for students. Within three years, all students, and particularly English Learners, Long-Term English Learners, Hispanic students, Students With Disabilities, Socioeconomically Disadvantaged students, African-American students and White students will demonstrate growth towards meeting or exceeding standards in English Language Arts and mathematics as measured by CAASPP test results and local benchmarks. Additionally, students, particularly Homeless students will have a decrease in suspensions as measured by the California School Dashboard, and see an increase in a sense of belonging as measured by the Panorama student survey. According to Teaching Assignment Monitoring Outcomes 5.8% of Monte Vista Middle School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2022-23).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

According to the 2024 California Dashboard, students at Monte Vista Middle School scored 80 points below the grade level standard in English Language Arts (ELA). Upon examining student group data for ELA, English Learners, African American students, Hispanic students, Long-Term English Learners, Socioeconomically Disadvantaged students and white students scored at the lowest performance level (red), English Learners scored 109.1 points below the standard, African American students scored 85 points below the grade standard, Hispanic students scored 80.9 points below the standard, Long-Term English Learners scored 131.3 points below the standard, Socioeconomically Disadvantaged students scored 84.6 points below the standard, and white students scored 72.5 points below the standard. Based on the 2024 California Dashboard for mathematics Monte Vista Middle School's students scored 123.2 points below the standard. The following student groups performed at the lowest performance level (red): African American students were 129.4 points below the standard, English Learners scored 156.5 points below the standard, Hispanic students were 125.4 points below the standard, Long-Term English Learners were 171.2 points below the standard, Socioeconomically Disadvantaged students were 129.1 points below the standard, and White students were 106.9 points below the standard. Suspension rates were 7% in 2024 (CA Dashboard). Monte Vista Middle school has disproportionate suspension rates for Homeless students (13.7%) which is at the red performance level. Monte Vista Middle School was provided Equity Multiplier funds for the 2024-25 school year based on the non-stability rate for MVMS which was 25.42%.This is year two of the plan.

This goal was created based on an in-depth needs assessment of the school was conducted by Orenda Education from February through April, 2024. This included a site visit with focus groups for teachers, support staff, students, and administrators; classroom observations; surveys; and the collection of artifacts. This data was triangulated with five years of student performance and demographic data to identify the barriers to accelerating student achievement. Results from the study included that the staff is divided into factions that do not have common expectations for behavior or academics; thus, students are not receiving a coherent, consistent educational message. Additionally, grade level standards were not consistently practiced by grade level. During the 2024-25 school year educational partners provided feedback via guiding coalition, school site council, staff, family/parent, student surveys, as well as student focus groups. Based on responses and needs there is still a need to strengthen Monte Vista Middle Schools Multi-Tiered Systems of support in relation to behavior and tiered support for English Language Arts and Mathematics. Students expressed the continued desire for more College and Career electives. Staff and students also identified the need to improve the culture and climate of the campus. There is a need to unite the staff together behind common expectations and agreements for achievement and behavior that are collaboratively created and agreed upon. Monte Vista Middle School will increase collective efficacy among teachers and tiered supports by funding a Learning Support Teacher on Special Assignment. By providing professional learning, tiered support, and coaching, teachers will be able to align curriculum focused on increasing student engagement by utilizing Quality First Instruction. The Learning support TOSA will also work on improving student engagement by creating and maintaining systems for addressing student behaviors, restorative practices, creating a positive culture/climate, reducing suspension rates, and increasing social-emotional learning. MVMS will fund a full time Career Technical Education Teacher for Robotics/Maker Space and a Digital Media teacher. A study by the National Research Center for Career and Technical Education found that middle school students who participated in career exploration programs demonstrated higher levels of career readiness and academic achievement compared to those who did not. Research published in the "Journal of Career and Technical Education" showed that career exploration activities positively influenced students' career decision-making, self-efficacy and career planning.

Educational partners were engaged in the development of this goal based on student focus groups, School Site Council, ELAC, SPSA planning, and Guiding Coalition teams.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of students in grades 6-8 who meet or exceeded standard in ELA  Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 24.8% EL: 4.6% SWD: 1.8% SED: 23.2% HOM: 13.3% FY: < 11 stu HI: 25.8% AI: < 11 stu AS: < 11 stu AA: 16.9%	All: 18.4% EL: 2.1% SWD: 2.2% SED: 16.4% HOM: < 11 stu FY: < 11 stu HI: 17.3% AI: < 11 stu AS: < 11 stu AA: 17.9%		All: 45.8% EL: 25.6% SWD: 22.8% SED: 44.2% HOM: 34.3% FY: % < 11 stu HI: 46.8% AI: < 11 stu AS: < 11 stu AA: 37.9%	All: -6.4% EL: -2.5% SWD: +0.4% SED: -6.8% HOM: < 11 stu FY: < 11 stu HI: -8.5% AI: < 11 stu AS: < 11 stu AA: +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FI: < 11 stu 2+: 21.9% WH: 27.0% Data Source: California Assessment of Student Performance and Progress (CAASPP) 2023	FI: < 11 stu 2+: 22.7% WH: 26.6% Data Source: California Assessment of Student Performance and Progress (CAASPP) 2024		FI: < 11 stu 2+: 42.9% WH: 48.0%	FI: < 11 stu 2+: +0.8% WH: -0.4%
7.2	Pupil Achievement on Local Assessment-Reading i-Ready  Data Source: Schoolzilla ELA exceeds or meets EOY	All: 21.0% EL: 0.9% SWD: 4.1% SED: 25.7% HOM: 21.1% FY: < 11 stu HI: 20.4% AI: < 11 stu AS: < 11 stu AA: 14.8% FI: < 11 stu 2+: 27.6% WH: 31.5% Data Source: Schoolzilla ELA exceeds or meets EOY	All: 21.5% EL: 0.0% SWD: 5.8% SED: 19.6% HOM: 9.5% FY: <11 stu HI: 20.0% AI: < 11 stu AS: < 11 stu AA: 23.5% FI: < 11 stu 2+: 31.8% WH: 29.8% Data Source: Schoolzilla ELA exceeds or meets EOY		All: 42.0% EL: 21.9% SWD: 25.1% SED: 46.7% HOM: 42.1% FY: < 11 stu HI: 41.4% AI: < 11 stu AS: < 11 stu AA: 35.8% FI: < 11 stu 2+: 48.6% WH: 52.5%	All: +0.5% EL: -0.9% SWD: +1.7% SED: -6.1% HOM: -11.6% FY: < 11 stu HI: -0.4% AI: < 11 stu AS: < 11 stu AA: +8.7 % FI: < 11 stu 2+: +4.2% WH: -1.7%
7.3	Suspension Rates  Data Source: California Dashboard 2023	All: 6.7% EL: 5.9% SWD: 10.0% SED: 7.2% HOM: 4.5% FY: 5.9% HI: 5.4% AI: 0.0%	All: 7.0% EL: 6.3% SWD: 8.5% SED: 7.6% HOM: 13.7% FY: 17.6% HI: 7.1% AI: < 11 stu		All: 3.7% EL: 2.9% SWD: 7.0% SED: 4.2% HOM: 1.5% FY: 2.9% HI: 2.4% AI: 0.0%	All: +0.3% EL: +0.4% SWD: -1.5 % SED: +0.4% HOM: +9.2% FY: -11.8% HI: 1.7% AI: < 11 stu

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: < 11 stu AA: 13.3% FI: < 11 stu 2+: 9.5% WH: 10.0% Data Source: California Dashboard 2023	AS: < 11 stu AA: 7.1% FI: < 11 stu 2+: 0.0% WH: 9.9% LTEL: 9.8% Data Source: California Dashboard 2024		AS: < 11 stu AA: 7.3% FI: < 11 stu 2+: 3.5% WH: 4.0%	AS: < 11 stu AA: -6.1% FI: < 11 stu 2+: -9.5% WH: -0.1 %
7.4	Panorama Student Survey sense of belonging.  Data Source: Panorama Student Survey Spring 2024	28% of students have a sense of belonging with the school. Data Source: Panorama Student Survey Spring 2024	33% of students have a sense of belonging with the school. Data Source: Panorama Student Survey Fall 2024		43% of students have a sense of belonging.	5% increase
7.5	Distance from the standard in Mathematics  Data Source: CA School Dashboard	All: -123.2 EL: -156.5 LTEL: -171.2 SWD: -155.8 SED: -129.1 HOM: -131.4 FY: <11 stu HI: -125.4 AI: <11 stu AS: < 11 stu AA: -129.4 FI: < 11 stu 2+: -116.6 WH: -106.9 Data Source: California Dashboard 2024	This is a new metric added to the 2025-26 LCAP.		All: -78.2 EL: -111.5 LTEL: -126.2 SWD: -110.8 SED: -84.1 HOM: -86.4 FY: <11 stu HI: -80.4 AI: <11 stu AS: < 11 stu AA: -84.4 FI: < 11 stu 2+: -71.6 WH: -61.9	This is a new metric added to the 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 7.1-Deep Dive into Standards within a Nested Data System: The implementation of Action 7.1, which was intended to provide professional learning for teachers and staff focused on curriculum alignment, instructional support systems, and data-informed instruction based on evidence from the What Works Clearinghouse, was not implemented as planned during the 2024–25 school year. While there were ongoing efforts across the school site related to standards-based instruction and data analysis—particularly through regular Professional Learning Community (PLC) time—these activities were already embedded within the district’s broader system of supports. Teachers continued to meet during PLC sessions to review lesson plans, align instruction to the pacing guide, and analyze student achievement data, including i-Ready results connected to State Standards. These efforts supported instructional decision-making and reflected elements of the original intent of this action. However, the specific implementation of a new or distinct "Deep Dive into Standards" initiative did not occur as described in the equity multiplier plan for 2024-25. One of the key challenges was the overlap between this action and the district’s existing professional learning infrastructure. There was some initial confusion at the school site level about whether the work outlined in this action represented a new initiative or an enhancement of current practices. Staff agreed to conduct a "deep dive" themselves without an outside consultant company. As a result, the action’s intended additional layer of support was not clearly differentiated or formally initiated. Much of the support for standards-based planning and data analysis came from district-level TOSAs rather than a site-specific rollout as initially planned.

Action 7.2-AVID Professional Learning By Content: This action was not implemented as originally planned. The school had anticipated using Equity Multiplier funds to send more teachers to additional AVID conferences and professional development opportunities beyond the district’s core offerings. Instead, a new partnership between the district and the Riverside County Office of Education (RCOE) AVID program provided professional learning opportunities at no cost to the school site. While this shift resulted in cost savings, it limited the schools ability to spend the allocated funds and to fully implement the planned local strategy.

Action 7.3-MTSS (Multi-Tiered System of Supports) TOSA: This action was implemented. This action emphasized support for behavior, social-emotional learning (SEL), and chronic absenteeism using restorative practices and targeted Tier 2 interventions. During the first semester, the MTSS TOSA helped establish foundational systems including Second Step SEL lessons, Check-In/Check-Out routines, mentorship, and counseling groups. In the second semester, the MTSS framework expanded to include academic and behavioral support classes, which utilized structured lessons, pre/post surveys, grade checks, and counseling. These efforts provided more intensive, small-group and individualized supports aligned with students’ academic and behavioral needs. While the MTSS TOSA played a critical role in designing and piloting behavior interventions, creating mentoring systems, and contributing to Student Success Team (SST) discussions, the effectiveness was tempered by the lack of pre-existing systems and protocols. The team experienced challenges related to consistency, documentation, and monitoring due to the experimental nature of early implementation. Efforts to adapt practices from other schools (e.g.,



North Mountain MS) further highlighted the need for site-specific customization rather than replication. Nevertheless, the formation of a collaborative team to prioritize student needs and implement Tier 2 interventions was a major success. The MTSS TOSA's leadership in gathering behavioral data and facilitating staff collaboration laid a solid foundation for future improvements.

**Action 7.4-CTE teacher for robotics/Maker Space:** This action was fully implemented. Action 7.4 was designed to increase student engagement by providing access to career exploration pathways in middle school through a dedicated CTE teacher offering courses in Robotics, Makerspace, and Digital Media Arts. The goal was to help students better understand their interests and strengths while remaining actively engaged in their educational journey, particularly those from historically underserved groups identified in Goal 7. The action was implemented as planned through the hiring of a CTE teacher and the establishment of two sections of Robotics and three sections of Makerspace. Students actively engaged in hands-on, project-based learning experiences that supported creativity, collaboration, and problem-solving skills aligned with both college and career readiness standards. One of the most visible outcomes was student participation in the 2024–25 robotics competition season. During the season, student teams designed and built robots capable of picking up rings, placing them on goals, and even climbing a tower—all while adapting to new teammates in each round. Students demonstrated interactive design thinking by modifying their robots based on performance and mechanical challenges. One team successfully increased the torque on their robot's arm to climb the tower, while another adapted their strategy mid-season to focus on defense. This kind of strategic thinking, collaboration, and persistence are strong indicators of the type of student engagement targeted in Goal 7. Students also demonstrated substantial growth in their technical and teamwork skills between competitions. Of the 38 teams in attendance at their second competition, Monte Vista's teams placed 19th, 26th, 29th, and 36th. These results, while not podium finishes, reflect significant growth in design, execution, and sportsmanship. The competition experience also fostered valuable lessons in resilience, as students independently handled robot maintenance and strategized improvements between rounds.

**Action 7.5-Learning Support TOSA:** This action was implemented. Throughout the year, the Learning Support TOSA operated as the school's Instructional Coach, supporting both new and veteran teachers in improving instructional practices. The TOSA provided a series of professional development opportunities focused on evidence-based strategies aligned with the school's Strategic Plan. These included sessions on Accountable Student Talk, writing strategies using the RICE method (Restate, Investigate, Cite, and provide Evidence), classroom management, and the technique known as "Breaking Down the Question," which teaches students how to interpret and analyze assessment questions. Professional development was offered in multiple formats, including full-day sessions, prep period training, and after-school meetings, making learning accessible to teachers with varying schedules. Attendance varied by session, with participation ranging from 10 to 25 staff members. In addition to professional development, the Learning Support TOSA conducted model lessons in both ELD and ELA classrooms and facilitated teacher observations followed by goal-setting and feedback sessions. The TOSA also provided targeted training for new teachers and classroom aides to build collective efficacy and ensure consistent instructional approaches across the campus. The primary challenge associated with this action was uneven teacher participation in voluntary PD sessions, as well as the limited number of classrooms reached through model lessons. However, the consistent presence of the TOSA and the creation of ongoing learning opportunities helped foster a stronger professional learning culture. Teachers demonstrated increased engagement in reflective practices and a growing interest in student-centered instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 7.1-Deep Dive into Standards within a Nested Data System: The material difference was under the budgeted expenditure due to the original plan for consultant was dropped when staff expressed that they wished to do the "deep dive" themselves without a consultant company.

Action 7.2-AVID Professional Learning By Content: The material difference is under the budgeted expenditure due to expenses were charged to other funding source.

Action 7.3-MTSS (Multi-Tiered System of Supports) TOSA: The material difference is over the budgeted expenditures due to hiring a teacher who was more expensive than the generic budgeted amount.

Action 7.4-CTE teacher for Robotics/Maker Space: The material difference is over the budgeted expenditure amount due to hiring an additional teacher for this action item.

Action 7.5-Learning Support TOSA: The material difference is under the budgeted expenditures due to hiring a teacher who was had a lower salary level than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 7.1-Deep Dive into Standards within a Nested Data System: This action was not fully implemented and ineffective. Although components of the action were addressed through district-driven PD and teacher collaboration structures, the lack of a clearly defined and site-implemented professional learning cycle specific to this action limited its effectiveness. Consequently, there is no measurable evidence to suggest that Action 7.1 had a distinct or additional impact on English Language Literacy, student engagement, or subgroup performance during this implementation year. In summary, Action 7.1 was not effectively implemented in alignment with its original design.

Action 7.2-AVID Professional Learning By Content: While the action's funding and delivery mechanisms shifted, the core intent—to build teacher capacity and increase student access to AVID strategies—was partially realized through district-supported PD. The primary challenge was the inability to independently control the scope and schedule of the professional learning opportunities, which limited full implementation at the site level. However, the success in developing a small but committed cohort of WICOR-trained teachers represents a strong foundation for future AVID expansion. In summary, although the action was not implemented using the planned funding strategy, it achieved moderate effectiveness through external training support and the resulting positive impact on teacher practice and student engagement.

Action 7.3-MTSS (Multi-Tiered System of Supports) TOSA: This action has shown moderate effectiveness in progressing toward the goal of increasing student engagement at Monte Vista Middle School. Effectiveness data show promising results, according to the Panorama Student Survey (Fall 2024), there was a 5% increase in students' sense of belonging, rising from 28% to 33% compared to the previous year. In addition, the school's suspension rate decreased from 7% to 5.8% compared to the same time last year, indicating a positive trend in student behavior and discipline outcomes.

Action 7.4-CTE teacher for Robotics/Maker Space: In terms of measurable impact, the Panorama Student Survey conducted in Fall 2024 showed that 33% of students reported a sense of belonging—a 5% increase from the previous year. While this increase cannot be solely attributed to the CTE program, the Robotics and Makerspace courses provided meaningful opportunities for students to connect with school through shared interests, hands-on learning, and participation in public competitions. Overall, Action 7.4 was highly effective in engaging students through CTE programming, promoting school connectedness, and reinforcing the broader goals of the Multi-Tiered System of Support. The structure and outcomes of the robotics program in particular illustrate how practical, career-oriented learning experiences can lead to stronger student engagement, improved collaboration, and increased perseverance among middle school students.

Action 7.5-Learning Support TOSA: This action has demonstrated emerging effectiveness in strengthening instructional quality and increasing student engagement at Monte Vista Middle School, particularly in English Language Arts and support for English Learners and Students with Disabilities. In terms of measurable outcomes, iReady reading scores showed a slight increase from 21.0% to 21.5% proficiency overall. Among Students with Disabilities, there was a more notable improvement from 4.1% to 5.8%, suggesting that focused support and coaching may be starting to produce positive results with this subgroup. These gains, while modest, indicate that the Learning Support TOSA's work is having a positive effect, particularly in areas with historically lower performance. Continued implementation of these strategies and greater participation across the teaching staff will be critical to achieving stronger academic growth in the coming years.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 7 goal description and explanation was modified to include 2024 data. The goal and actions were modified based on needs and the remaining equity multiplier funds. The metrics were modified to include data sources. Metric 7.5 was added to the 2025-26 LCAP.

Action 7.1-Deep Dive into Standards within a Nested Data System: To avoid duplication of training areas of focus based on the district's secondary educational services professional development plan this action will be eliminated in the 2025-26 Equity Multiplier Plan for MVMS, as the district will be providing training related to standards alignment.

Action 7.2-AVID Professional Learning By Content: For the 2025-26 school year, this action will be removed from the equity multiplier plan for Monte Vista Middle School.

Action 7.3-MTSS (Multi-Tiered System of Supports) TOSA: For the 2025-26 school year this action will be removed due to funding the Media teacher in action 7.6. Some of the services that the MTSS Specialist provided will be incorporated into the Learning Support TOSA's position.

Action 7.4-CTE teacher for robotics/Maker Space: No changes made to this action for the 2025-26 school year.

Action 7.5-Learning Support TOSA: This action description was modified to have a more holistic approach to incorporate supporting tiered systems of support in all domains of MTSS (Academic, Social/Emotional and Behavior) based upon the 2024 CA Dashboard data. By focusing on designing a tiered support system for all three domains (academics, behavior, and SEL) and bridging resources Monte Vista will be enabled to close opportunity gaps.

For the 2025-26 Equity Multiplier plan for MVMS a new action 7.6 will be added. Action 7.6 is designed to fund a Digital Media Arts teacher.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Deep Dive into Standards within a Nested Data System (This action is removed for the 2025-26 school year)	Provide professional learning to teachers and staff focused on curriculum-alignment, developing conditions for success with an instructional support system, and using student achievement data to support instructional decision making based on evidence (What Works Clearinghouse).	\$0.00	
7.2	AVID Professional Learning By Content (This action is removed for the 2025-26 school year)	Support for a teacher professional learning model focused on curriculum-aligned activities for Math and ELA that provides equitable access and success for all students. This is additional training that is outside of what the school district provides in the LCAP.	\$0.00	
7.3	MTSS (Multi-Tiered System of Supports) TOSA (This action is removed for the 2025-26 school year)	Focus on creating and maintaining a Multi-Tiered System of Supports to address behavior, social emotional learning and chronic absenteeism by focusing on restorative practices.	\$0.00	
7.4	CTE teacher for robotics/Maker Space	By providing career exploration programs in middle school, students can better understand their interests, strengths and stay engaged in their educational journey. Providing a CTE teacher for Robotics/Makerspace students will have access to the pathways of Robotics/Makerspace and Digital Media Arts.	\$134,035.00	No
7.5	Learning Support TOSA	Under the direction of the school principal, assist in the implementation of a Multi-Tiered System of Support and Quality First Instruction, including scaffolding. The position will help increase collective efficacy among staff on best instructional practices, as well as coordinate and provide staff	\$148,790.00	No

Action #	Title	Description	Total Funds	Contributing
		development as related to Multi-Tiered Systems of Support. The Learning Support TOSA will reinforce an evidence-based collaborative approach to supporting student groups in the red and help created a tiered system of support for students struggling with English Language Arts, mathematics, and behavior.		
<b>7.6</b>	Fund a Digital Media Arts Teacher	This action funds a Digital Media Arts teacher position to support implementation of a Career Technical Education course aligned to the Arts, Media, and Entertainment industry sector. The course is designed to foster student voice, creativity, and collaboration through real-world applications of English Language Literacy skills, including script writing, storytelling, and media production. The course will also integrate SEL strategies and structured peer feedback to support behavior development and increase a sense of belonging. The action directly supports unduplicated students by engaging them in meaningful learning tied to college and career aspirations, especially those who are traditionally underrepresented in media and tech fields.	\$81,485.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
8	North Mountain Middle School will strengthen their Multi-Tiered System of Supports by focusing on increasing English Language Arts, mathematics, strengthening the behavior supports, and social emotional learning. Within three years, all students, particularly English Learners, Students With Disabilities, Socioeconomically Disadvantaged students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by CAASPP test results and local benchmarks. All students, particularly African American students, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students With Disabilities will demonstrate growth in meeting or exceeding standards in mathematics as measured by CAASPP test results and local benchmarks. Additionally, there will be a decrease in behavior incidents as measured by the California School Dashboard suspension rates for all students, particularly White students who are in the red for suspension. NMMS students will increase in emotional regulation as measured on the Panorama student survey. According to Teaching Assignment Monitoring Outcomes 3.7% of North Mountain Middle School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2022-23).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

According to the 2024 California Dashboard, students at North Mountain Middle School scored 68 points below the standard in English Language Arts. Upon further examining student group data English Learners scored 86.9 points below the standard (red performance level), Socioeconomically Disadvantaged students scored 72 points below the standard (red performance level), Students With Disabilities scored 111.7 points below the standard (red performance level). North Mountain students scored 119.3 points below the standard and the following student groups scored at the lowest performance level (red): African American students (128 points below the standard), English Learners (149.7 points below the standard), Hispanic students (122.2 points below the standard), Long-Term English Learners (167.4 points below the standard), Socioeconomically Disadvantaged students (122.1 points below the standard) and Students With Disabilities (157.1 points below the standard). The suspension rate for North Mountain Middle School according to the 2024 California Dashboard was 6.5%, with White students being in the lowest performance level (red) at 17.4%. When examining social emotional learning 41% of students at North Mountain Middle School indicated that they had the ability to emotionally regulate. NMMS had a 26.13% non-stability rate making them eligible for the Equity Multiplier funds starting in the 2024-25 school year.



North Mountain Middle School plans to use the Equity Multiplier funds to address student groups' needing additional academic, behavioral, and social-emotional learning support, including student groups identified as being in red (lowest performance) for English Language Arts, mathematics, and suspensions. By funding a MTSS (Multi-Tiered System of Support) TOSA NMMS will be able to strengthen their MTSS with a focus on creating and maintaining systems for addressing student behaviors, restorative practices, incentives, chronic absenteeism, suspension rates, social-emotional learning, and supporting English Learners. North Mountain Middle School will also fund a Learning Support TOSA who will, under the direction of the school principal, assist in the implementation of an effective instructional program by serving as the Instructional Coach for the school site. The Learning Support TOSA will also coordinate and provide staff development as related to the Strategic Plan for student achievement, focusing on implementing the Model-Practice-Reflect instructional cycle for writing, which is an evidenced based strategy according to What Works Clearinghouse. The Learning Support TOSA will also provide support and coaching to math teachers to ensure that Quality First Instruction is being implementing. In order to meet the needs of their growing number of Newcomer English Language Learners, NMMS will fund one additional bilingual aide that will assist students with English Language Arts. The evidence based practice that the bilingual aide will use to support English Learners includes Language Development Strategies such as interactive read-alouds, Language Experience Approach (LEA), and vocabulary building (Gibbons, P. (2015). Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom).

Educational partner feedback was collected and used to create this plan. NMMS engaged educational partners through their English Learner Advisory Council, School Site Council, and during staff meetings. Student feedback was received from student focus groups and student surveys. Parents/Families also provided feedback by completing the family/parent survey.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Pupil Achievement on Statewide Assessments- English Language Arts  Data Source: California Dashboard 2023	All: 23.5% EL: 1.5% SWD: 9.8% SED: 22.2% HOM: 9.1% FY: < 11 stu HI: 23.5% AI: 23.5% AS: < 11 stu AA: 21.5% FI: < 11 stu PI: < 11 stu 2+: 10.3% WH: 28.6%	All: 23.9% EL: 6.7% SWD: 7.3% SED: 23.0% HOM: < 11 stu FY: < 11 stu HI: 23.4% AI: 19.1% AS: < 11 stu AA: 18.6% FI: < 11 stu PI: < 11 stu 2+: 26.9% WH: 30.9%		All: 44.5% EL: 22.5% SWD: 30.8% SED: 43.2% HOM: 30.1% FY: < 11 stu HI: 44.5% AI: 44.5% AS: < 11 stu AA: 42.5% FI: < 11 stu PI: < 11 stu 2+: 31.3% WH: 49.6%	All: +0.4% EL: +5.2% SWD: -2.5% SED: +0.8% HOM: < 11 stu FY: < 11 stu HI: -0.1% AI: -4.4% AS: < 11 stu AA: -2.9% FI: < 11 stu PI: < 11 stu 2+: +16.6% WH: +2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.2	Pupil Achievement on Local Assessment-Reading i-Ready  data source: schoolzilla	All: 24.6% EL: 2.2% SWD: 5.9% SED: 23.9% HOM: 0.0% FY: < 11 stu HI: 23.5% AI: 23.5% AS: < 11 stu AA: 19.4% FI: < 11 stu PI: < 11 stu 2+: 27.6% WH: 35.4%	All: 24.3% EL: 0.0% SWD: 4.5% SED: 24.0% HOM: 21.7% FY: < 11 stu HI: 24.0% AI: 14.3% AS: < 11 stu AA: 21.4% FI: < 11 stu PI: < 11 stu 2+: 24.1% WH: 31.5%		All: 45.6% EL: 23.2% SWD: 26.9% SED: 44.9% HOM: 21.0% FY: < 11 stu HI: 44.5% AI: 44.5% AS: < 11 stu AA: 40.4% FI: < 11 stu PI: < 11 stu 2+: 48.6% WH: 56.4%	All: -0.3% EL: -2.2% SWD: -1.4% SED: +0.1% HOM: +21.7% FY: < 11 stu HI: 0.5% AI: -9.2% AS: < 11 stu AA: +2.0% FI: < 11 stu PI: < 11 stu 2+: -3.5% WH: -3.9%
8.3	Suspension Rates  Data Source: California Dashboard 2023	All: 5.8% EL: 3.4% SWD: 11.2% SED: 6.3% HOM: 15.8% FY: 21.4% HI: 4.8% AI: 9.5% AS: < 11 stu AA: 10.0% 2+: 7.5% WH: 9.6%	All: 6.5% EL: 4.1% SWD: 8.7% SED: 6.9% HOM: 10.6% FY: 25.0% HI: 5.6% AI: 4.2% AS: < 11 stu AA: 9.4% FI: < 11 stu PI: < 11 stu 2+: 3.1% WH: 17.4% LTEL: 2.9%		All: 2.8% EL: 0.4% SWD: 5.3% SED: 3.3% HOM: 9.8% FY: 15.4% HI: 1.8% AI: 3.6% AS: < 11 stu AA: 4.0% 2+: 1.5% WH: 3.6%	All: +0.7% EL: +0.7% SWD: -2.5% SED: +0.6% HOM: -5.2% FY: +3.6% HI: +0.8% AI: -5.3% AS: < 11 stu AA: -0.6% FI: < 11 stu PI: < 11 stu 2+: 4.4% WH: +7.8%
8.4	Emotional Regulation  Data Source: Panorama Spring Student Survey	Students at NMMS have a 38% ability to self regulate.	Students at NMMS have a 41% ability to self regulate.		Students at NMMS have a 53% ability to self regulate.	+3.0% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.5	Distance from the standard in Mathematics  Data Source: CA School Dashboard	All: -119.3 EL: -149.7 LTEL: -167.4 SWD: -157.1 SED: -122.1 HOM: -153.2 FY: < 11 stu HI: -122.2 AI: -126.4 AS: < 11 stu AA: -128.0 FI: < 11 stu PI: < 11 stu 2+: -112.6 WH: -85.0 Data Source 2024 CA Dashboard	This box is left blank because this metric was added to the 2025-26 LCAP		All: -74.3 EL: -104.7 LTEL: -122.4 SWD: -112.1 SED: -77.1 HOM: -108.2 FY: < 11 stu HI: -77.2 AI: -81.4 AS: < 11 stu AA: -83.0 FI: < 11 stu PI: < 11 stu 2+: -67.6 WH: -40.0	This box is left blank because this metric was added to the 2025-26 LCAP

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 8.1-MTSS (Multi-Tiered System of Support) TOSA: This action was implemented for most of the year with some gaps during the last part of the school year due to the person in this role taking on an administrator designee role temporarily. The MTSS Teacher on Special Assignment (TOSA), supported the implementation of MTSS by assisting the Site Intervention Team with Tier 2 and 3 interventions and individual student plans. The TOSA played a central role in coordinating Positive Behavioral Interventions and Supports (PBIS), organizing student mediations, leading the suspension re-entry process, and supporting Tier 1 behavior systems schoolwide. Additionally, the TOSA worked with English Learners to support academic goal setting and progress monitoring, and contributed to the site's Attendance Task Force, which focused on improving attendance among student groups most impacted by chronic absenteeism.

Action 8.2-Learning Support TOSA: This action was fully implemented. The Learning Support TOSA centered their work focusing on professional development aligned with schoolwide goals. A significant emphasis was placed on implementing accountable student talks to support formative assessment practices and aligning writing instruction across grade levels and content areas. The Learning Support TOSA

collaborated with district-level TOSAs to support staff, delivered professional development across departments, mentored new teachers in curriculum and instructional strategies, and modeled lessons in classrooms.

Action 8.3-Bilingual Aide: This action was fully implemented. This action focused on enhancing services for English Learners by funding a Bilingual Aide. This position provided critical push-in academic support for newcomers in their content area classes, enabling more meaningful access to core instruction. The aide also supported the English Language Development (ELD) program by assisting with language testing and addressing additional needs of English Learners. The addition of this role has been particularly valuable as the school has experienced an increase in newcomer enrollment, necessitating additional resources to maintain effective levels of student support. With this aide in place, the school has been better equipped to provide inclusive, linguistically responsive support to English Learners.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 8.1-MTSS (Multi-Tiered System of Support) TOSA: no material differences

Action 8.2-Learning Support TOSA: No substantial material differences.

Action 8.3-Bilingual Aide: No Equity Multiplier funds were utilized for this position due to error in the funding code. This will be rectified at year end.

#### A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 8.1-MTSS (Multi-Tiered System of Support) TOSA: This action is effective, outcome data show an increase in students' self-reported ability to self-regulate—from 38% last year to 41% this school year, based on Panorama survey results. However, despite these efforts, suspension rates have increased. The California School Dashboard reports a rise from 5.8% in 2023 to 6.5% in 2024, and local data from Schoolzilla currently shows a 7% suspension rate. These trends suggest that while individual student support systems may be improving, broader Tier 1 and Tier 2 behavior systems may need to be strengthened further.

Action 8.2-Learning Support TOSA: This action shows moderate effectiveness. Although the professional development efforts were comprehensive and well-received, student performance outcomes reflect limited academic growth. According to i-Ready data, 24.3% of students were performing at grade level in reading this year, which represents a slight decline from 24.6% the prior year. Similarly, CA Dashboard results for ELA showed a marginal increase in proficiency, with 23.9% of students meeting grade-level standards in 2024 compared to 23.5% in 2023. Student emotional regulation saw a modest improvement as well; 41% of students reported self-regulation skills on the Panorama survey, up from 38% last year. However, behavioral data showed a concerning trend. Suspension rates increased from 5.8% in 2023 to 6.5% in 2024, and local Schoolzilla data indicates the current rate is 7%, suggesting additional behavior support strategies may be necessary.

Action 8.3-Bilingual Aide: The effectiveness of this action is reflected in both qualitative and quantitative data. Teachers and site leaders report that newcomers are receiving more individualized attention, contributing to improved access and engagement in academic content.

However, quantitative outcomes show only modest academic gains. i-Ready reading data indicates that 24.3% of students were reading at grade level this year, a slight decline from 24.6% last year. Similarly, the 2024 CA Dashboard reports that 23.9% of students met English Language Arts standards, a small increase from 23.5% in 2023. In terms of social-emotional growth, Panorama survey results show that 41% of students reported the ability to self-regulate, up from 38% the previous year. Despite these gains, behavioral challenges remain a concern, with suspension rates increasing from 5.8% in 2023 to 6.5% in 2024, and local Schoolzilla data showing a further increase to 7%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 8 description and explanation was changed to include updated data from the 2024 California Dashboard and includes addressing mathematics. Metric 8.5 was added to include math data for the 2025-26 LCAP.

Action 8.1-MTSS (Multi-Tiered System of Support) TOSA: Overall, the MTSS TOSA has had a significant impact on developing structured systems for behavioral, academic, and social-emotional support. However, the increase in suspension rates and the still-low self-regulation data indicate a need to reassess implementation strategies, particularly at Tier 1. The school plans to refine its behavioral systems, enhance professional development in restorative practices and trauma-informed care, and continue to monitor academic and social-emotional growth.

Action 8.2-Learning Support TOSA: While Action 8.2 supported instructional capacity and teacher development through targeted professional learning, academic and behavioral outcomes indicate a need for deeper instructional shifts and stronger Tier 1 supports to achieve the goal's long-term objectives this action description was modified to include providing staff training on tiered supports for ELA and mathematics with an increased focus on differentiated instruction and targeted support for student groups in the red for ELA and Mathematics.

Action 8.3-Bilingual Aide: Action 8.3 contributed to strengthened supports for English Learners, helping to address language and access barriers amid growing newcomer enrollment. Still, the limited academic growth and rising suspension rates highlight the need for continued refinement of Tier 1 instruction and schoolwide behavior strategies, particularly for historically underserved student groups.

Changes to the 2025-26 Equity Multiplier plan for North Mountain Middle School includes adding the following actions:

Action. 8.4- Fund an additional section for 8th grade ELA-This action will enable North Mountain Middle School to offer one more section of ELA which will lower the class sizes of ELA for 8th grade.

Action 8.5- Fund two sections of 7th Grade Success Class--In order to address the needs of our 7th-grade students who are at the Kindergarten through 3rd-grade level in phonics, there will be two Success sections added for iReady Phonics for Reading intervention. This will especially benefit our SWD and EL students, who make up the majority of the students who are low in phonics.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
8.1	MTSS (Multi-Tiered System of Support) TOSA	Focus on creating and maintaining systems for addressing student behaviors, restorative practices, incentives, chronic absenteeism, suspension rates, social-emotional learning, and supporting our English Learners. Will be focused on using these schoolwide evidence-based strategies to consistently teach and reinforce good behaviors.	\$142,513.00	No
8.2	Learning Support TOSA	Under the direction of the school principal, assist in the implementation of an effective instructional program by serving as the Instructional Coach for the school site. The position will also coordinate and provide staff development as related to the Strategic Plan for student achievement. Will reinforce an evidence-based collaborative approach to supporting English Learner student instruction through academic conversations with peers in the integrated classroom. Will implement the use the Model-Practice-Reflect instructional cycle for writing (WWC). This position will help develop tiered support for academics (English Language Arts and mathematics). This position will provided training to staff on how to provide targeted support to student groups in the red for ELA and mathematics.	\$175,438.00	No
8.3	Bilingual Aide	In order to meet the needs of the growing number of Newcomer English Language Learners, NMMS will fund one bilingual aide to support the students' language acquisition in the integrated and designated EL classrooms. The evidence based practice that the bilingual aide will use to support English Learners includes Language Development Strategies such as interactive read-alouds, Language Experience Approach (LEA), and vocabulary building.	\$20,426.00	No
8.4	Fund an additional section for 8th grade ELA	Fund an additional section for 8th grade ELA-This action will enable North Mountain Middle School to offer one more section of ELA for 8th grade in their master schedule.	\$35,241.00	No
8.5	Fund two sections of 7th Grade Success Class	Funding two sections of 7th grade "Success Class" will address the needs of NMMS 7th-grade students who are at the Kindergarten through 3rd-grade level in phonics. The classes will implement iReady Phonics for	\$18,407.00	No



Action #	Title	Description	Total Funds	Contributing
		Reading intervention. This will especially benefit our SWD and EL students, who make up the majority of the students who are low in phonics.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
9	San Jacinto Elementary School will strengthen and improve their Multi-Tiered System of Supports by focusing on English Language Arts, specifically literacy in grades K-3, as well as strengthening behavior supports, and social emotional learning. Within three years, all students, and particularly English Learners, Socioeconomically Disadvantaged students, Students With Disabilities, Hispanic students, and African American students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by CAASPP test results and local benchmarks. Student groups in the lowest performance level for mathematics (Hispanic students and Socioeconomically Disadvantaged students) will demonstrate growth in meeting or exceeding the standards in mathematics as measured by the CAASPP test results. Additionally, there will be a decrease in behavior incidents as measured by the California School Dashboard suspension rates and a decrease in chronic absenteeism, particularly for Students With Disabilities. According to Teaching Assignment Monitoring Outcomes 0% of San Jacinto Elementary School teachers are classified as having a credential out-of-field (Data Quest 2022-23).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>According to the 2024 California Dashboard, SJE students scored 78.3 points below the grade level standard in English Language Arts which is a significant improvement from the 2023 CA Dashboard. There were no student groups in the red performance level for English Language Arts. SJE students scored 101 points below the standard for mathematics. Hispanic students (102.8 points below the standard) and Socioeconomically Disadvantaged students (101.4 points below the standard). Upon examining suspension rates SJE had an overall 1.9% suspension rate (2024 CA Dashboard). SJE had a 27.8% chronic absenteeism rate and Students With Disabilities were identified in the lowest performance level (red) with a 31.3% chronic absenteeism rate. According to the most recent Teaching Assignment Monitoring Outcomes for 2022-23, SJE has 0% of teachers classified as having a credential out-of-field (Data Quest 2022-23). SJE is eligible for Equity Multiplier funds for the 2025-26 school year based on having a 28.64% non-stability rate.</p> <p>This goal was developed to support the unique needs of students at San Jacinto Elementary and to provide targeted support to student groups in the red for mathematics and chronic absenteeism, as well as support student groups in the orange for suspension (Students With Disabilities) and English Language Arts (English Learners, Hispanic, Socioeconomically Disadvantaged, and Students With Disabilities) based on the 2024 California Dashboard. San Jacinto Elementary plans to use the Equity Multiplier funds to address student groups that need additional academic, behavioral, and social-emotional learning support. The 2025-26 Equity Multiplier Plan will include funding two Learning Support TOSAs, one to focus on tiered academic supports and one to focus on implementing tiered behavior, attendance and</p>
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Social Emotional Learning supports. SJE will be able to strengthen their Multi-Tiered System of Support system by creating and maintaining systems for addressing student behaviors, restorative practices, behavior incentives, chronic absenteeism, suspension rates, academics, and social-emotional learning. The Learning Support TOSAs will provided targeted support to students who are in the red performance level. The Academic Learning Support TOSAs will provide additional support to students in grades K-3 by focusing on foundational skills to support reading for understanding (an evidence based practice from What Works Clearinghouse) and provide interventions for students needing math support. Additionally, a contract with a mentoring program will be funded to provide additional support to students that struggle with behavior and chronic absenteeism. This year's plan also includes funding a bilingual aide to support English Learners, as well as funding a campus aide who will support students struggling with behavior and SEL skills. Lastly this plan will fund a full time front office clerk which enable the site to increase parent/family engagement.

This goal was developed based on educational partner feedback that occurred through the School Site Council, the English Language Advisory Council, the PLT meetings, staff meetings, and student focus groups.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Pupil Achievement on Statewide Assessments-English Language Arts  Data Source: California Dashboard 2023	All: 16.9% EL: 3.5% SWD: 6.5% SED: 16.9% HOM: < 11 stu FY: < 11 stu HI: 16.1% AI: < 11 stu AS: < 11 stu AA: 18.2% 2+: < 11 stu WH: 9.1% Data Source: California Dashboard 2023	All: 18.7% EL: 6.5% SWD: 0.0% SED: 18.8% HOM: < 11 stu FY: < 11 stu HI: 19.2% AI: < 11 stu AS: < 11 stu AA: 0.0% 2+: < 11 stu WH: < 11 stu Data Source: California Dashboard 2024		All: 36.9% EL: 24.5% SWD: 27.5% SED: 37.9% HOM: < 11 stu FY: < 11 stu HI: 37.1% AI: < 11 stu AS: < 11 stu AA: 39.2 2+: < 11 stu WH: 30.1%	All: +1.8% EL: +3.0% SWD: -6.5% SED: +1.9% HOM: < 11 stu FY: < 11 stu HI: +3.1 AI: < 11 stu AS: < 11 stu AA: -18.2% 2+: < 11 stu WH: < 11 stu
9.2	Pupil Achievement on Local Assessment--Reading iReady	All: 27.2% EL: 8.7% SWD: 7.8% SED: 27.1% HOM: < 11 stu	All: 33.2% EL: 14.0% SWD: 11.3% SED: 33.5% HOM: 26.1%		All: 48.2% EL: 29.7% SWD: 28.8% SED: 48.1% HOM: < 11 stu	All: +5.0% EL: +5.3% SWD: 3.5% SED: +6.4% HOM: +26.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Schoolzilla 2023 End of Year (EOY)	FY: < 11 stu HI: 27.3% AI: < 11 stu AS: < 11 stu AA: 18.8% 2+: 38.5% WH: 38.9% Data Source: Schoolzilla 2023 End of Year (EOY)	FY: < 11 stu HI: 32.4% AI: < 11 stu AS: < 11 stu AA: 29.2% 2+: 58.3% WH: 50.0% Data Source: Schoolzilla 2024		FY: < 11 stu HI: 48.3% AI: < 11 stu AS: < 11 stu AA: 39.8% 2+: 59.5% WH: 59.9%	FY: < 11 stu HI: +5.1% AI: < 11 stu AS: < 11 stu AA: +10.4% 2+: +19.8% WH: +11.1%
9.3	Suspension Rates  Data Source: California Dashboard 2023	All: 2.5% EL: 1.8% SWD: 7.3% SED: 2.6% HOM: 0.0% FY: 0.0% HI: 2.0% AI: < 11 stu AS: < 11 stu AA: 6.2% PI: < 11 stu 2+: 0.0% WH: 0.0% Data Source: California Dashboard 2023	All: 1.9% EL: 1.0% SWD: 6.5% SED: 1.8% HOM: 0.0% FY: < 11 stu HI: 1.5% AI: < 11 stu AS: < 11 stu AA: 4.4% 2+: 0.0% WH: 4.0% Data Source: California Dashboard 2024		All: 1.5 % EL: 0.8% SWD: 2.3% SED: 1.6% HOM: 0.0% FY: 0.0% HI: 1.0% AI: < 11 stu AS: < 11 stu AA: 1.2% PI: < 11 stu 2+: 0.0% WH: 0.0%	All: -0.7% EL: -0.8% SWD: -0.7% SED: -0.9% HOM: 0.0% FY: < 11 stu HI: -0.5% AI: < 11 stu AS: < 11 stu AA: -1.8% 2+: 0.0% WH: +4.0%
9.4	Chronic Absenteeism  Data Source: California Dashboard *This metric was added to the 25-26 LCAP	All: 27.8% EL: 17.3% SWD: 31.3% SED: 27.7% HOM: % FY: <11 stu HI: 26.5 % AI: < 11 stu AS: < 11 stu AA: 36.5%	This is blank because this is a new metric added to the 2025-26 LCAP		All: 17.8% EL: 7.3% SWD: 21.3% SED: 17.7% HOM: % FY: <11 stu HI: 16.5 % AI: < 11 stu AS: < 11 stu AA: 26.5%	This is blank because this is a new metric added to the 2025-26 LCAP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: < 11 stu 2+: 33.3% WH: 28% Data Source: California Dashboard 2024			PI: < 11 stu 2+: 23.3% WH: 18%	
9.5	Implementation of behavior plans for targeted students Data Source: # Completed Panorama Intervention Plans for targeted students- San Jacinto Elementary School *This metric was added to the 25-26 LCAP	0 up to date completed intervention plans Data Source: April 2025 Panorama	This is blank because this is a new metric added to the 2025-26 LCAP		100% of students who are identified has needing tier 3 support will have an intervention plan.	This is blank because this is a new metric added to the 2025-26 LCAP
9.6	Pupil Achievement on Statewide Assessments- Mathematics  Data Source: California Dashboard 2024	All: -101.0 EL: -105.3 SWD: -159.0 SED: -101.4 HOM: < 11 stu FY: < 11 stu HI: -102.8 AI: < 11 stu AS: < 11 stu AA: -108.4 2+: < 11 stu WH: < 11 stu Data Source: California Dashboard 2024	This is blank because this is a new metric added to the 2025-26 LCAP		All: -56.0 EL: -60.3 SWD: -114.0 SED: -56.4 HOM: < 11 stu FY: < 11 stu HI: -57.8 AI: < 11 stu AS: < 11 stu AA: -63.4 2+: < 11 stu WH: < 11 stu	This is blank because this is a new metric added to the 2025-26 LCAP

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 9.1- Provide a MTSS Specialist: This action was fully implemented. The MTSS Specialist provided targeted foundational literacy support throughout the year. A challenge with this action item is that the MTSS specialist was unable to implement tiered behavior and SEL supports as a majority of her time was focused on providing academic interventions focused on literacy.

Action 9.2- Provide social/emotional learning and behavior support: this action was fully implemented and funded a mentoring program called Rise Above, designed to support students struggling with social, emotional, behavioral, and attendance concerns. The program included evidence-based practices such as Check In/Check Out systems, cross-age peer mentoring, instruction in SEL competencies, and a strong parent and family engagement component. Over the year, 93 students participated in the program. Staff provided 825 documented Check In/Check Out interactions, facilitated 15 fifth-grade student leadership trainings, hosted 6 parent workshops, conducted 21 parent conferences and 24 home visits, and organized 60 schoolwide positive activities such as morning greetings and recess-based engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 9.1- Provide a MTSS Specialist: There was no material differences.

Action 9.2- Provide social/emotional learning and behavior support: There was no material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 9.1- Provide a MTSS Specialist: This action showed moderate effectiveness in that many of the students who participated in the interventions were able to improve in phonics.

Action 9.2- Provide social/emotional learning and behavior support: This action was effective. The impact of these efforts was reflected in improved attendance outcomes: fifth-grade student leaders experienced a 44% reduction in absences, while students in grades 3–5 saw a 29% decrease overall. In addition, both teacher and parent feedback regarding the program was overwhelmingly positive, supporting the continuation and potential expansion of the program. This data shows evidence of effectiveness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Modifications were made to the goal description and explanation to include updated data and to address providing mathematics support. Data Sources were added to the metrics. Metrics, 9.4, 9.5, and 9.6 were added to the metric table to include 2024 CA Dashboard data.



Action 9.1-Provide a MTSS Specialist: For the 2025-26 school year, this action will be removed and replaced with Learning Support TOSA position focused on providing academic supports. The action description was modified based on the new position. This position will not only provided targeted support for ELA, but they will also provide targeted support for mathematics.

Action 9.2-Provide social/emotional learning and behavior support: This action will be modified to ensure that targeted support is provided to students needing tier 2 support in grades Tk-3 for chronic absenteeism and behavior.

The following actions will be added to SJE's Equity Multiplier Plan in the 2025-26 school year:

Action 9.3-Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support: This position will focus on developing tiered supports for Social Emotional Learning, chronic absenteeism and Behavior utilizing Multi-Tiered Systems of Support.

Action: 9.4-Provide a campus aide to support behavior and SEL-This position is designed to work in tandem with the Behavior-Learning Support TOSA to assist in providing targeted support to students who are struggling with behavior and SEL skills.

Action: 9.5-Provide a Bilingual Instructional Aide- This action will provided an additional layer of support for English Learners that are struggling with foundational literacy skills and foundational mathematics skills.

Metrics 9.4-Chronic absenteeism data was added as well as Metric 9.5-Implementation of behavior plans for targeted students.

Action 9.6-Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement was added to help improve family/community engagement which will assist with strengthening the Multi-Tiered System of Support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Learning Support TOSA focused on Academics	The Learning Support TOSA will strengthen the foundational skills to support reading for understanding (an evidence based practice from What Works Clearinghouse) in grades K-3 by providing tiered 2 and 3 supports for students by teaching students to decode words, analyze word parts, and write and recognize words. The Learning Support TOSA will provided targeted interventions for mathematics. The Learning Support TOSA will work with the Solution Based Team to provide multi-tiered supports in the academic domain to support students.	\$170,713.00	No

Action #	Title	Description	Total Funds	Contributing
<b>9.2</b>	Provide social/emotional learning and behavior support	Providing targeted support for students who are struggling with social, emotional, behavior, and attendance concerns by funding a mentoring program. The mentoring program includes evidence based strategies such as Check In and Check Out, cross-age peer mentoring, social emotional learning competencies, and a parent/family engagement component.	\$145,500.00	No
<b>9.3</b>	Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support	Provide a Learning Support Teacher on Special Assignment (TOSA) to lead the development and implementation of a site-based Multi-Tiered System of Support (MTSS) focused on social-emotional learning (SEL) and behavioral supports. This position will coordinate Solution-Based Teams (SBTs) to identify and respond to student needs using data-driven interventions. The TOSA will deliver tiered behavioral and SEL supports for students identified through discipline data, attendance records, and social-emotional screening tools—prioritizing support for low-income students, English learners, and foster youth who disproportionately experience behavioral referrals and chronic absenteeism. This action is principally directed toward unduplicated pupils to improve student engagement, reduce suspension rates, and build a positive school climate.	\$170,713.00	No
<b>9.4</b>	Provide a Campus Aide who will provide behavior and SEL support	Employ a classified staff member to work with the behavior Learning Specialist TOSA to provide daily support for students experiencing behavioral and Social Emotional Learning challenges using restorative practices, supervision, and conflict mediation.	\$46,163.00	No
<b>9.5</b>	Provide a Bilingual Instructional Aide	The aide will provide targeted support to English Learners who are struggle with foundational literacy skills and mathematics.	\$44,737.00	No
<b>9.6</b>	Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement	The front office clerk will play a critical role in increasing parent engagement, improving school-home communication, and supporting attendance interventions, particularly for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and African American students.	\$46,165.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The clerk will maintain regular parent contact, coordinate meeting reminders, and assist with family outreach for literacy and behavior support initiatives. By supporting a welcoming and responsive front office environment, the position contributes to reducing chronic absenteeism, a key local and state priority, and aligns with efforts to improve student engagement and achievement outcomes. The action is provided on a schoolwide basis because 89% of students at San Jacinto Elementary School are unduplicated pupils. This staffing support is designed to address the unique needs of those student groups, particularly in mitigating barriers to attendance and increasing access to tiered interventions and parent partnerships.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
10	Park Hill Elementary School will strengthen its Multi-Tiered System of Support (MTSS) to provide comprehensive, tiered interventions that address students' academic achievement, social-emotional wellbeing, and behavior. This goal is designed to support all students while specifically addressing the needs of student groups performing in the red performance level on the California Dashboard (2024): Hispanic students, Socioeconomically Disadvantaged students, African American students and Students With Disabilities for English Language Arts; and Hispanic students, Socioeconomically Disadvantaged students, English Learners, and Students With Disabilities in mathematics; English Learners for English Learners Progress: White students for Chronic Absenteeism and Suspensions. Through data-driven practices and culturally responsive interventions, the school will work to close opportunity gaps and create an inclusive, supportive learning environment for its most underserved student groups. By June 2026 there will be an increase in students meeting or exceeding the state standards for English Language Arts and Mathematics as measured by the California Dashboard and a decrease in disproportionate behavior and chronic absenteeism. Based on the 2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)-Dataquest 2022-23 93.5% of Park Hill teachers were fully credentialed and 0% are out of field.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in direct response to student outcome data from the 2024 California School Dashboard which shows that all students scored 75.6 points below the standard for English Language Arts which is the lowest performance level (red), students scored 103.8 points below the standard in mathematics (red performance level), and 20.5% of English Learners made progress which was a 33.9% decline (red performance level). Upon examining school site data related to behavior currently there is a 2.6% suspension rate (Schoolzilla, May 2025) which is considerably higher than what was reported on the 2024 CA Dashboard which was 1.8%. Further analysis of that data indicates disproportionate suspension rates among specific student groups—White students (7.7%) who are in the red performance level, Homeless students (2.9%), students of two or more races (4.8%), and Students with Disabilities (3.8%)—compared to the overall suspension rate of 1.8% (2024 CA Dashboard). Current office Discipline Referral rates are at 316 based on our local data from Schoolzilla. Based on the 2024 CA Dashboard Park Hill had a 28.1% chronic absenteeism rate and white students were in the red performance level with a 30.6% chronic absenteeism rate. These data points signal systemic gaps in behavior support, attendance support, and academic support. This goal was created to address the unique needs at Park Hill Elementary school. Educational partners identified behavior and SEL skills being barrier to academic achievement. This goal will enable Park Hill Elementary to create a pro-active system of support (MTSS) and provide

tiered interventions for students who need more, specifically student groups in the red.

Educational partners were engaged through Coffee with the Principal, a parent/family survey, school site council and ELAC meetings in April 2025, staff input was taken during a staff input gallery walk and guiding coalition during the Spring of 2025. Student Input meetings were also held in April 2025. Based on feedback concerns were voiced during engagement sessions about student behavior, school climate, and the need for more individualized academic support and trauma-informed supports. Through this feedback, it became clear that strengthening the school's Multi-Tiered System of Supports (MTSS) and incorporating restorative practices and social-emotional learning would be essential for improving outcomes for historically underserved students. The decision to use Equity Multiplier funds to enhance behavioral, emotional, and academic supports—via additional staffing and resources—was grounded in this data and feedback. These supports are intended not only to reduce suspension and absenteeism but also to foster a more inclusive and supportive learning environment, aligning with the state's equity priorities and Park Hill's commitment to continuous improvement. Using Equity Multiplier funds, the school will expand services by:

- Adding a Learning Support TOSA who will strengthen tiered supports in the academic, social/emotional, behavior and attendance to will develop and support targeted interventions (e.g., social skills training, restorative practices, academic coaching) and collaborate with families and staff on attendance, behavior, and academic support;
- Hiring a Campus Aide for daily, responsive behavioral, tiered academic supports, and social-emotional interventions;
- Hiring an Instructional Aide to reinforce SEL practices, academic interventions, and assist the Learning Support TOSA;
- Purchasing collaborative desks for 5th grade to foster inclusive classroom environments;
- Providing iPads for staff to monitor and respond to behavior and attendance patterns in real time.

This integrated approach aims to decrease disproportionality in suspension, increase student connectedness and safety, and improve academic outcomes for underserved student groups. Some of the evidence based services that will be provided include the following: Tier 1: Teacher-Delivered Behavioral interventions in Grades K-5 (<https://ies.ed.gov/ncee/WWC/PracticeGuide/31>), Tier 1: Evaluation of the Whole School Restorative Practices Project: One-Year Implementation and Impact on Discipline Incidents <https://ies.ed.gov/ncee/WWC/Study/90793>, Tier 3: Reducing behavior problems in the elementary school classroom <https://ies.ed.gov/ncee/WWC/PracticeGuide/4>.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Suspension Rate by Student Group	All-1.8% White-7.7% Hispanic-1.5% Homeless-2.9%	No year 1 Outcome Data since this Metric		All-1.5% White-2.5% Hispanic-1.3% Homeless-1.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard-Park Hill Elementary	FY:<11 Two or More Races-4.8% SWD-3.8% SED-1.2% African American-0% ELL-1% AI:<11 AS:<11 FI:<11 PI:<11 Data Source: 2024 CA Dashboard	has been added as of the 25-26 LCAP		FY:<11 Two or More Races-2.0% SWD-1.0% SED-1.3% African American-0% ELL-0% AI:<11 AS:<11 FI:<11 PI:<11	
10.2	Chronic Absenteeism Rate Data Source: CA Dashboard-Park Hill Elementary	All-28.1% White-30.6% Hispanic: 26.1% Homeless:<11 FY:<11 Two or More Races: 33.3% SWD:33.7% SED: 29.8% African American-37.6% ELL-22.6% AI:<11 AS:<11 FI:<11 PI:<11 Data Source: 2024 CA Dashboard	No year 1 Outcome Data since this Metric has been added as of the 25-26 LCAP		All-18.1% White-20.6% Hispanic: 16.1% Homeless:<11 FY:<11 Two or More Races: 23.3% SWD:23.7% SED: 19.8% African American-27.6% ELL-12.6% AI:<11 AS:<11 FI:<11	
10.3	Student Survey on School Connectedness	59% of students in grades 3-5 had a	No year 1 Outcome Data		70% of students in grades 3-5 will	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Panorama-Park Hill Elementary	favorable sense of belonging. Data Source: Fall 2024 Panorama Survey	since this Metric has been added as of the 25-26 LCAP		have a favorable sense of belonging on the student Panorama Survey.	
10.4	Implementation of behavior plans for targeted students Data Source: # Completed Panorama Intervention Plans for targeted students-Park Hill Elementary	0 completed intervention Plans Data Source: April 2025 Panorama	No year 1 Outcome Data since this Metric has been added as of the 25-26 LCAP		100% of students identified as needing Tier 3 Supports will have an intervention plan in Panorama.	
10.5	Pupil Achievement on Statewide Assessments-ELA DFS Data Source: CA Dashboard-Park Hill Elementary School	All:-75.6 White: <11 Hispanic: -77.7 Homeless:<11 FY: <11 Two or More Races: <11 SWD: -140.6 SED: -80.4 African American: -97.5 ELL: -90.1 AI: <11 AS: <11 FI: <11 PI:<11  Data Source: 2024 CA Dashboard	No year 1 Outcome Data since this Metric has been added as of the 25-26 LCAP		All:-55.6 White: <11 Hispanic: -57.7 Homeless:<11 FY: <11 Two or More Races: <11 SWD: -110.6 SED: -60.4 African American: -77.5 ELL: -70.1 AI: <11 AS: <11 FI: <11 PI:<11	
10.6	Pupil Achievement on Statewide Assessments-Mathematics DFS	All:-103.8 White: <11 Hispanic: -107.5 Homeless:<11	No year 1 Outcome Data since this Metric		All:-83.8 White: <11 Hispanic: -87.5 Homeless:<11	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard	FY: <11 Two or More Races: <11 SWD: -160.6 SED: -107.1 African American: -111.3 ELL: -112.2 AI: <11 AS: <11 FI: <11 PI:<11  Data Source: 2024 CA Dashboard	has been added as of the 25-26 LCAP		FY: <11 Two or More Races: <11 SWD: -140.6 SED: -87.1 African American: -91.3 ELL: -100.2 AI: <11 AS: <11 FI: <11 PI:<11	

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A-to be completed in 2025-26

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A-to be completed in 2025-26

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A-to be completed in 2025-26

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A-to be completed in 2025-26

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## **Actions**

Action #	Title	Description	Total Funds	Contributing
<b>10.1</b>	Learning Support TOSA	Hire a full-time Learning Support Teacher On Special Assignment to coordinate academic, behavioral, and attendance interventions; deliver social-emotional learning (SEL) and mentoring supports; and collaborate with the site's Solution Based Team, SST and 504 teams.	\$162,188.00	No
<b>10.2</b>	Campus Aide for MTSS Support	Employ a classified staff member to provide daily support for students experiencing behavioral, academic, and SEL challenges using restorative practices, supervision, and conflict mediation.	\$35,294.00	No
<b>10.3</b>	Instructional Aide for SEL and Academic Support	Add a paraprofessional to assist in SEL implementation, behavior interventions, and academic interventions in collaboration with the Learning Support TOSA.	\$32,854.00	No
<b>10.4</b>	MTSS Infrastructure & Tools	Provide 5th grade classrooms with collaborative desks and equip staff with tablets to track student behavior and attendance data in real time.	\$75,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$44,203,325.00	\$5,708,869.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.769%	0.781%	\$837,202.75	41.550%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Supplemental Educational Technology Software Licenses</p> <p><b>Need:</b> The District's core adopted materials provide limited technology resources to support instruction. Supplemental educational technology programs are needed to engage Unduplicated students, extend their learning</p>	<p>The District will purchase supplemental educational technology programs based on an annual needs assessment to determine the specific programs needed to support our identified Unduplicated students. The supplemental educational technology programs will support unduplicated students across the entire district. This action will increase and improve services for Unduplicated students because supplemental education technology programs bolster high-</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI)--(Metric 1.9) English Learner Progress Indicator (ELPI)--(Metric 1.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and support quality first instruction, while also providing a safe and secure experience. The following data shows the need for for this action: Upon examining English Language Arts State Assessment all students were -52.7 points below the standard, whereas the following student groups have a larger gap. English Learners scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math all students scored -98 points below the standard, whereas English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red).</p> <p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according the the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard,</p>	<p>quality first instruction by offering personalized learning experiences, immediate feedback, and adaptive resources tailored to individual student needs. These programs provide educators with valuable insights into student progress and areas of struggle, enabling them to differentiate instruction effectively and address learning gaps promptly. By leveraging the power of technology, educators can deliver dynamic and engaging lessons that cater to diverse learning styles, ultimately fostering a more inclusive and effective learning environment where every student has the opportunity to succeed. Ultimately this action will assist in improving metrics for Unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>Providing supplemental educational technology to engage and support all learners district wide ensures all students will receive consistent and comprehensive support. It is essential to provide this action district-wide to assist all students in meeting or exceeding standards on the state assessments for English Language Arts and mathematics.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. This data demonstrates the need for multi-modalities of educational opportunities such as educational technical software. In student focus groups, students identified how some ed. tech programs help with engaging students in the learning process.</p> <p><b>Scope:</b> LEA-wide</p>		
1.3	<p><b>Action:</b> Supplemental Programs and Staff to Improve College and Career Readiness</p> <p><b>Need:</b> The specific need and conditions for action 1.3 is based upon the college/career ready data which shows that 31.2% of all students are prepared for college/career, yet gaps exist for Unduplicated students. 12.1% of English Learners are prepared, 11.5% of Homeless students are prepared, and 30.2% of Socioeconomically Disadvantaged students are prepared (2023 CA Dashboard).</p> <p>Based on 2024 California School Dashboard the college/career ready data shows 29% of all students being prepared for college/career. English Learners are 13.2% prepared for college/career, 15% of Homeless students are</p>	<p>The District will provide additional programs or services that increase access for unduplicated students to demonstrate that they are prepared for success after graduation. This action will improve and increase services for unduplicated students as it will remove barriers for students having to pay for PSAT, SAT, Advanced Placement tests, International Baccalaureate tests, college application fees, and provide access to college fairs. Ultimately this action will assist in improving CCI metrics for Unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>These actions are being provided district-wide because only 31.2% of all of SJUSD are college and career ready. Although the district expects to see this action item increase college and career indicators for Unduplicated students, this district-wide action will also help all students reach one of</p>	College and Career Indicator (CCI)-(Metric 1.9)



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>prepared, and 28.1% of Socioeconomically Disadvantaged students are prepared.</p> <p>SJUSD has identified a need to provide additional opportunities for students to participate in programs and/or receive direct services that help them meet one or more of the requirements to demonstrate college and career readiness. Based on feedback from students finances to pay for college application fees, PSAT, SAT, AP and IB exams are often a barrier for Unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>the college and career indicators as measured by California.</p>	
1.4	<p><b>Action:</b> Career Technical Education Programs</p> <p><b>Need:</b> According to the 2023 Career Technical Education (CTE) Pathway completion report, only 22.1% of Socioeconomically Disadvantaged students, 17.2% of English Learners and 0% of Foster Youth have completed at least one CTE pathway with a grade of C- or better in the capstone class.</p> <p>Based on the 2024 California School Dashboard 21.9% of students completed a CTE pathway. SJUSD Unduplicated students had lower completion rates: Socioeconomically Disadvantaged Students had a 21.2% completion rate, English Learners had a 12% completion rate, Foster</p>	<p>This action will increase and improve services for Unduplicated students by providing additional Career Technical Education (CTE) courses available to all students, the District will expand opportunities for students to complete a pathway. Access to career technical education (CTE) is vital for students as it equips them with practical skills, hands-on experience, and industry-relevant knowledge necessary for success in the workforce. CTE programs offer opportunities for students to explore various career pathways, develop employability skills, and make informed decisions about their future. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>This action item is provided district-wide because only 31.2% of all of SJUSD are college and career ready. Although the district expects to see this</p>	<p>CTE Pathway Completion Report, Percentage of students completing CTE (Metrics 1.15)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students had a 5.9% completion rate, and homeless students had a 11.1% CTE completion rate.</p> <p>This data demonstrates the unique need for this action. Additionally, during student focus groups students expressed the importance of having CTE options. Completing a CTE pathway is one of the 11 approved measure for demonstrating college and career readiness and the District needs to expand opportunities for unduplicated students to complete a pathway. Unduplicated students make up almost 90% of our total District enrollment which indicates that we need to continue to provide additional Career Technical Education opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>action item increase college and career indicators for unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p>	
1.5	<p><b>Action:</b> Non-traditional Educational Opportunities</p> <p><b>Need:</b> The following data shows the need for for this action: Upon examining English Language Arts State Assessment all students were -52.7 points below the standard, yest larger gaps exist for English Learners who scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points</p>	<p>The District will continue to provide four unique learning environments that specialize in dual language immersion, leadership, online and blended learning and early college courses. This action increases and improves services for unduplicated students by offering a range of educational options which provide students with the opportunity to find a learning environment that best suits their individual strengths, interests, and aspirations, ultimately empowering them to reach their full potential academically, socially, and personally. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>below the standard (2023 CA Dashboard). Upon examining the State Assessment for math English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red).</p> <p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according the the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard.</p> <p>Through educational partner input and feedback, the District continues to identify a need to provide non-traditional educational settings that provide unique learning environments and experiences for students and families based on request.</p> <p><b>Scope:</b></p>	<p>This action will not only benefit unduplicated students, but will also benefit all students by providing options for a non-traditional educational opportunity to meet the unique educational needs of all students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.7	<p><b>Action:</b> Curriculum Teachers on Special Assignment (TOSA)</p> <p><b>Need:</b> The following data shows the need for for this action: English Language Arts State Assessment English Learners scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red). Dashboard data indicates that the majority of students are performing below grade level standards in English Language Arts and Mathematics.</p> <p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon</p>	<p>In order to offer ongoing professional development to all teachers by level, the District needs to provide supplemental support through curriculum Teachers on Special Assignment (TOSA). This action will increase and improve services of unduplicated students because the TOSAs will be able to provide teachers training and coaching on Quality First Instruction which is inclusive of providing strategies to scaffold and to provide differentiation for Unduplicated students who are struggling. Ultimately this action will assist in improving metrics for Unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>The district expects to see improved student achievement in English Language Arts and Math as measured by the CAASPP scores. Although this action will support SJUSD's unduplicated students, it is being offered district-wide because the districts believes this action will benefit all students across the district.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (1.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard.</p> <p>In order to best support implementation of District identified instructional strategies embedded in quality first instruction there is a need for supplemental support for Unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>		
1.9	<p><b>Action:</b> Professional Growth Opportunities Through Specialized Conferences</p> <p><b>Need:</b> According to our most recent local data, unduplicated students consistently score lower than students that are not identified as unduplicated. For example, in grades K-2, 50% of our unduplicated students are reading at grade level compared to 61% of students that are not unduplicated. In grades 3 - 5, the gap widens with only 31% of unduplicated students reading at grade level compared to 50% of students that are not unduplicated. In grades 6-8, there is less disproportionality, but only 28% of our unduplicated students are</p>	<p>By providing for supplemental conferences, workshops and other trainings provided through outside experts, the District will address the identified need to improve our internal knowledge and capacity in specific strategies and instructional approaches to improve foundational reading skills for unduplicated students, which will lead to better outcomes in all content areas. Providing teachers additional professional development will help increase and improve services for unduplicated students as teachers will be provided instructional practices to support unduplicated student groups. This action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>reading at grade level, compared to 42% of students that are not unduplicated.</p> <p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard.</p> <p>This data demonstrates the unique need for this action. In order to improve the quality of instructional support being provided to our students, the District has identified a need for additional expert support through conferences, workshops and other training opportunities that will help us improve internal capacity and support our unduplicated students, which make up nearly 90% of our current enrollment.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing professional growth opportunities district-wide is critical to systematically addressing the reading proficiency gap, aiming to elevate the literacy levels of every student to meet state academic standards.</p>	
1.10	<b>Action:</b>	In order to provide targeted support for unduplicated students implementing additional	ELA CAASPP (Metrics 1.1, 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Support Job Embedded Professional development Rotations</p> <p><b>Need:</b> According to the 2023 California School Dashboard CAASPP results, only 29% of students in grades 3 - 8 and 11 met or exceeded grade level expectations in English Language Arts. However, there is a disproportionality in achievement when comparing our unduplicated students to students that are not unduplicated. For our most recent CAASPP results, only 27% of unduplicated students met or exceeded grade level expectations in ELA, compared to 41% of our students that are not unduplicated. In Mathematics, only 15% of all students in grades 3 - 8 and 11 met or exceeded grade level expectations. Again, our unduplicated students scored significantly lower with only 13.6% meeting or exceeding grade level expectations, compared to 25.6% of our students that are non unduplicated.</p> <p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according the the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard,</p>	<p>evidence based instructional strategies is needed to support our learners' unique needs. The District needs to be able to provide sufficient time with the use of daily substitute coverage for teachers to engage in meaningful, job embedded professional learning opportunities, and support for students. This action addresses the need of providing unduplicated targeted support by having teachers who are trained to use evidence based instructional strategies to increase support for unduplicated student groups. Targeted evidence based instructional practices include EL strategies, differentiation, scaffolding are being implemented. This action will assist SJUSD in reaching Goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	<p>Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12) California Science Test (CAST)</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard.</p> <p>These results indicate that our unduplicated students require teachers to improve their utilization of evidence based instructional strategies that support their unique needs to learn the required concepts and skills while also supporting foundational reading skills.</p> <p><b>Scope:</b> LEA-wide</p>		
1.11	<p><b>Action:</b> Extra Duty to Support Professional Growth Activities</p> <p><b>Need:</b> According to the 2023 California School Dashboard CAASPP results, only 29% of students in grades 3 - 8 and 11 met or exceeded grade level expectations in English Language Arts. However, there is a disproportionality in achievement when comparing our unduplicated students to students that are not unduplicated. For our most recent CAASPP results, only 27% of unduplicated students met or exceeded grade level expectations in ELA, compared to 41% of our students that are not unduplicated. In Mathematics, only 15% of all students in grades 3 - 8 and 11 met or exceeded grade level expectations. Again, our unduplicated</p>	<p>In order to meet the need of teachers implementing additional evidence based instructional strategies to support our learners' unique needs, the District needs to be able to provide sufficient time with the use of extra duty for teachers to engage in meaningful, job embedded professional learning opportunities that cannot be provided during the instructional day. By providing professional growth opportunities to staff unduplicated students will have improved and increased services because their teachers will gain more instructional practices to support students who are struggling. This action will assist SJUSD in reaching Goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students scored significantly lower with only 13.6% meeting or exceeding grade level expectations, compared to 25.6% of our students that are non unduplicated.</p> <p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according the the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard.</p> <p>These results indicate that our unduplicated students require teachers to improve their utilization of evidence based instructional strategies that support their unique needs to learn the required concepts and skills while also supporting foundational reading skills.</p> <p><b>Scope:</b> LEA-wide</p>	<p>CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	
1.12	<p><b>Action:</b> Assessment and Data Analysis Support and Resources</p>	<p>In order to determine whether or not evidence based instructional practices are being fully implemented, the District needs to provide</p>	<p>ELA CAASPP (Metrics 1.1, 1.2)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> According to a review of various academic achievement measures, our unduplicated students score disproportionately lower than their peers. For example, on the 2023 California School Dashboard CAASPP, our unduplicated students scored 14% lower than students that are not unduplicated in English Language Arts. In Mathematics, our unduplicated students scored 12% lower than students that are not unduplicated. When the data is reviewed by Distance From Standard, our unduplicated students were two times further from meeting grade level standards than students that were not unduplicated in English Language Arts. Our unduplicated students scored -64.3 points below standard compared to -32.3 for students that are not unduplicated. In Mathematics, unduplicated students scored -106.5 points below standard, compared to -73.9 for students that are not unduplicated.</p> <p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according the the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard,</p>	<p>supplemental staff and resources to support developing a consistent process to monitor implementation and protocols to analyze the impact of implementation on student outcomes. This action will increase and improve services for unduplicated students because it will enable staff to have early data indicators to provide additional support to unduplicated students. This action will assist SJUSD in improving outcomes and in reaching goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	<p>Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12) California Science Test (CAST)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard.</p> <p>These results indicate that our unduplicated students, which make up almost 90% of our current enrollment, need additional resources to support frequent and ongoing progress monitoring to identify and determine specific evidence based strategies for teachers to implement.</p> <p><b>Scope:</b> LEA-wide</p>		
1.13	<p><b>Action:</b> Foundational Literacy Support, Including Dyslexia</p> <p><b>Need:</b> According to the 2023 California School Dashboard California Assessment of Student Progress and Performance (CAASPP) indicates that only 30% of students in grades 3-8 and 11 demonstrate proficiency in English Language Arts. Only 4% of English Learners, 6.1% of Foster Youth and 7.4% of Students with Disabilities meet grade level expectations. According 2023 local data, 65% of students in grades K-2, 30% of students in grades 3-5 and 15% of students in grades 6 -8 still need support with foundational reading skills. SJUSD's local assessments indicate over 65% of students in all grade levels demonstrate</p>	<p>In order to improve the percentage of unduplicated students that demonstrate proficiency in foundational reading skills, the District will provide supplemental curriculum, materials and resources to support quality first instruction. Additionally, the District will support supplemental and intensive strategies to accelerate the development of foundational reading skills for students in upper grade levels. Offering supplemental and intensive strategies for foundational reading skills will increase and improve services for unduplicated students and will enable outcomes to improve. The new MTSS Specialist positions will address the need of unduplicated students by providing tiered literacy support at the elementary level. This action will assist SJUSD in meeting goal1.</p>	<p>iReady Diagnostic Assessment (Metric 1.4) ELA CAASPP (Metrics 1.1, 1.2)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>they still need support with vocabulary and comprehension.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard.</p> <p>Unduplicated students underperform when compared with their peers. All of this data identifies a need to better support the development foundational reading skills, especially for underperforming designated student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing foundational literacy and dyslexia support district-wide is critical to systematically addressing the reading proficiency gap, aiming to elevate the literacy levels of every student to meet state academic standards.</p>	
1.14	<p><b>Action:</b> Intervention and Credit Recovery</p> <p><b>Need:</b> According to the 2023 California School Dashboard college and career levels and measures report, 31.2% of all students are prepared, 21.5% are approaching prepared and 47.2% are not prepared. There is an opportunity gap when looking at unduplicated students, 12.1% of English Learners were prepared, 18.2% of Foster Youth were prepared, 11.5% of Homeless students were prepared, and 30.2% of Socioeconomically</p>	<p>In order to meet the needs of our unduplicated students that are not able to demonstrate grade level proficiency through their primary classroom or initial instruction, the District will provide additional opportunities through supplemental intervention programs, courseware and extended learning time that occurs during intersession or the summer program. The programs and extended learning time will be provided throughout the District. This action will increase and improve services for unduplicated students by providing students access to opportunities to close the credit gap at the high school level, which will ultimately</p>	<p>College and Career Indicator (CCI) (Metric 1.9) College and Career Levels and Measures Report</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged students were prepared for college and career. Deeper analysis of the data indicates that while 91.5% of all students graduated, 85.1% of English Learners graduated and 79.4% of Homeless students graduated.</p> <p>Based on 2024 California School Dashboard the college/career ready data shows 29% of all students being prepared for college/career. English Learners are 13.2% prepared for college/career, 15% of homeless students are prepared, and 28.1% of Socioeconomically Disadvantaged students are prepared.</p> <p>These data points indicate that there is a need for this action and unduplicated students need additional interventions and credit recovery options that occur separate from their primary classroom.</p> <p><b>Scope:</b> LEA-wide</p>	<p>improve graduation rates and A-G rates. This action will assist SJUSD in meeting goal1.</p> <p>This action item is provided district-wide because only 31.2% of all of SJUSD are college and career ready. Although the district expects to see this action item increase college and career indicators for unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p>	
1.16	<p><b>Action:</b> Evidence Based Strategies for Designated Student Groups in the Red</p> <p><b>Need:</b> According to the 2023 California School Dashboard Homeless students and Foster students were identified as performing in the red, which is the lowest performance level, in English Language Arts and Mathematics.</p>	<p>The District will identify and provide professional development on specific evidence based strategies to embed within Quality First Instruction that will focus on improving academic outcomes for our unduplicated student groups that performed in the red, or lowest performing rating, based on the 2023 California School Dashboard. This action will increase and improve services for unduplicated students because unduplicated students will benefit from receiving evidence based high quality instructional academic support.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on the 2024 California School Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard.</p> <p>This indicates that the District needs to identify and provide specific evidence based strategies that support increased student achievement for these designated student groups. This data justifies the need for more evidence based strategies to support unduplicated students. Students and parents/guardians requested that more support be provided to students who are struggling academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action will help improve academic outcomes and assist SJUSD in reaching goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	
2.1	<p><b>Action:</b> Implement a Multi-Tiered Attendance Plan</p> <p><b>Need:</b></p>	<p>By implementing a comprehensive Multi-Tiered attendance plan this action will improve services to support unduplicated students by adding another layer of support for unduplicated students. The plan will prioritize attendance supports for</p>	<p>Chronic Absenteeism-- Metric 2.9(Schoolzilla, A2A, CA Dashboard)</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The specific need, conditions and circumstances for this action is based on chronic absenteeism data.</p> <p>According the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate.</p> <p>Based on the 2024 CA Dashboard English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%).</p> <p>The chronic absenteeism rates highlight the need for Multi-Tiered support for attendance to address the barriers to attendance. Socioeconomically Disadvantaged students, Homeless students, English Learners, and Foster Youth students and families have expressed the need to provide additional</p>	<p>unduplicated students. This action will enable students who are English Learners, Long-Term English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged and their families to receive tier 1, tier 2, and tier 3 attendance supports and help remove barriers to attendance. This action will enable students who are English Learners, Long-Term English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged who struggle with attendance to receive an individualized attendance plan that provides positive reinforcement for increasing attendance. By offering a data tracking system to monitor SJUSD's attendance system district and school site leaders will be enabled to progress monitor the attendance of unduplicated students, as well as enable sites to examine attendance data to drive their attendance interventions. Having a comprehensive Multi-Tiered Attendance plan will help close the attendance gaps for SJUSD's unduplicated students. This action will help improve attendance for unduplicated students.</p> <p>This action is being provided district-wide because SJUSD still has room to decrease the overall percentage of chronic absenteeism and although the actions are targeted to unduplicated students, SJUSD believes these actions will benefit all students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>supports for students who are dealing with various barriers to attendance such as trauma, transportation, lack of basic needs, etc. Parents/Guardians expressed the importance of maintaining on-going communication regarding supporting attendance and the need for workshops on the importance of attendance. By having the A2A data system district attendance specialist, site attendance clerks, and school leaders will be able to increase communication with families of students who are absent, as well as use the data to drive attendance support plans. Students indicated that attendance incentives provides motivation for students to reach their attendance goals.</p> <p><b>Scope:</b> LEA-wide</p>		
2.2	<p><b>Action:</b> Implement a Comprehensive School Counseling Program</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically</p>	<p>By providing unduplicated students school counselors, students will have access to a comprehensive school counseling program. This action will enable English Learners, Homeless students, Socioeconomically Disadvantaged students, and Foster students to have increased and improved services because targeted interventions will be developed to support English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged students at risk of chronic absenteeism, behavior concerns, academic concerns, and support student well-being. The school counseling program will assist in identifying barriers that SJUSD's unduplicated</p>	<p>Chronic Absenteeism-Metric 2.9(Schoolzilla, Panorama, CA Dashboard), Graduation Rates (Metric 2.8) and SEL Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and homeless students had a 5.9% suspension rate (CA Dashboard). Foster Youth had a 91.7% graduation rate and homeless students had a 79.4% graduation rate, and English Learners had a 85.1% graduation rate which is lower compared to the overall 91.5% graduation rate (2023 CA Dashboard). According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7%</p>	<p>students may have by ensuring that they have supports to reach their full potential.</p> <p>Having school counselors for Foster students, English Learners, and Socioeconomically Disadvantaged students is vital for various reasons. These counselors offer tailored support to address the unique challenges these groups face, advocate for their needs within the education system, build trusting relationships to provide stability, offer culturally responsive assistance, and contribute to promoting equity and inclusion in schools. This action will help SJUSD reach the goal of increasing student engagement and improving attendance, behavior, and social/emotional outcomes for unduplicated students.</p> <p>Providing this action district-wide ensures all students receive access to a comprehensive school counseling program and is critical to systematically supporting students in the academic, college/career, and social/emotional/behavior domains to ensure that each student graduate college and career ready.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>suspension rate, foster youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Socioeconomically Disadvantaged students, Homeless Students, English Learners, and Foster Youth students and families have expressed the need to provide additional supports for students who are dealing with various barriers that impact attendance, grades, behavior, and social/emotional well-being such as trauma, transportation, and lack of resources. Parents/Guardians and students expressed the importance of having school counselors to provided a multi-tiered supports for students and families.</p> <p><b>Scope:</b> LEA-wide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	<p><b>Action:</b> Implement Tiered Behavior and SEL Support</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and homeless students had a 5.9% suspension rate (CA Dashboard). According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism</p>	<p>This action will help SJUSD reach the goal of increasing student engagement and improving behavior, and social/emotional outcomes for unduplicated students. This action will increase and improve services for unduplicated students by providing additional support to Homeless students, Socioeconomically Disadvantaged students, Foster students, and English Learners. Implementing PBIS and providing behavior supports for foster students, English Learners, and Socioeconomically Disadvantaged students provides a systematic approach to promoting positive behavior, creating equity and inclusion, building relationships and trust, and improving academic outcomes within the school environment. Specifically, this action will help improve behavior and social/emotional outcomes.</p> <p>Providing this action district-wide is critical because it will continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional and behavior domains to ensure that each student reach their full potential.</p>	Behavior Incidents, Suspensions (Metric (2.3) (Schoolzilla, Panorama Student Success Platform)

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	<p>(35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will provide unduplicated students access to a broad course of student and connect them to a positive activity to increase belonging. Staff, parents and students expressed the need for behavior support for students struggling with behavior. Unduplicated students have expressed the struggles they have experienced with trauma and how that can impact behavior and grades.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.5</b>	<b>Action:</b>	This action will improve and increase services for SJUSD's unduplicated students by providing	Parent/Family Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Implement a Comprehensive Parent/Family Engagement Plan</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and socioeconomically disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores, English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1%</p>	<p>parents/families of unduplicated students more opportunities to engage with the educational system and receive the support and resources. Implementing a comprehensive parent/family engagement plan for foster students, English Learners, and Socioeconomically Disadvantaged students is vital for enhancing academic achievement, supporting holistic development, building partnerships, promoting cultural understanding, empowering advocacy, and fostering equity and inclusion within the education system. By involving parents and families in their children's education, schools can improve academic outcomes, address social, emotional, and behavioral needs, establish support networks, foster cultural appreciation, empower advocacy efforts, and work towards creating a more equitable learning environment for all students. This action will assist SJUSD in increasing student engagement and in improving metrics such as the parent/family survey.</p> <p>Providing this action district-wide will ensure that all parents/guardians receive consistent and comprehensive support and communication which will ultimately benefit all students.</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. The Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Parents/Guardians and staff have indicated the need to improve parent/family communication, strengthen the relationship and engagement with parents/families. By having Unduplicated parents/families more engaged with the educational system the district will be able to provide support to parents/guardians and identify barriers to help</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>improve unduplicated student's attendance, behavior, and academics. This data demonstrates the need for this action.</p> <p><b>Scope:</b> LEA-wide</p>		
2.6	<p><b>Action:</b> Deans and Elementary Assistant Principals</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of</p>	<p>Assistant Principals and Deans will increase and improve services for unduplicated students by establishing positive and inclusive school culture that promotes respect, empathy, and belonging for all students. Assistant principals and Deans are dedicated to school safety and fostering a positive, inclusive culture which is important for ensuring physical safety, preventing bullying and harassment, supporting social and emotional well-being, fostering equity and inclusion, and building relationships and trust within the school community. This action increases services to unduplicated students because the Assistant Principals and Deans will provide targeted interventions for students struggling with attendance and behavior. This action will assist SJUSD in increasing student engagement and in improving behavior and attendance metrics.</p> <p>Providing this action district-wide is critical because this action will continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional academic, attendance, and behavior domains to ensure that each student reach their full potential.</p>	Behavior Incidents, Suspensions (Metric 2.3), chronic absenteeism (Metric 2.9)- (Schoolzilla, Panorama Student Success Platform)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students in grades 6-12 responded favorably to having a sense of belonging. The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorable.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>SJUSD will fund this action to support Unduplicated students in feeling safe and to develop positive relationships with students, Assistant Principals and Deans help increase school safety and ensure that there is a positive culture/climate on campus that nurtures and supports students. Many of our Unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus and the importance of having a positive and inclusive culture/climate on campus.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>2.7</b>	<p><b>Action:</b> Implement Equity Plan</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having</p>	Implementing the Equity Plan will increase services to Foster, Homeless, English Learners, and Socioeconomically Disadvantaged students by addressing the identified needs, focusing on equitable practices throughout the organization and ensuring these specific student groups have access to a high quality instructional program that engages them with their learning environment. By providing a Director of Equity and secretary this enables an increase in cultural proficiency and a reduction in the opportunity gaps seen in the outcomes for these student groups. SJUSD's equity goals include, but are not limited to the following: offering continued professional development on cultural proficiency and trauma informed practices through an equity lens, examine policies and procedures to ensure that policies are inclusive and reduce barriers to learning, support each school site's equity task force team as they continue to work on site specific closing the gap goals to reduce disproportionality in behavior and chronic absenteeism. SJUSD recognizes that the vehicle to ensure that equity occurs is by having a strong Multi-Tiered System of Support. This action item also works on increasing student voice for unduplicated students. By continuing to offer a District Equity Steering Committee that includes students, families, staff, and community members we can ensure that we are listening to the feedback from students, as well as continuing to offer student focus groups as another opportunity to increase student voice. As Foster Youth,	Behavior, Chronic Absenteeism (Metric 2.9), student survey (schoolzilla, panorama)

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	<p>a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7%</p>	<p>Homeless, English Learners, and Socioeconomically Disadvantaged students are immersed into an equitable educational environment, one that plans for and supports access to rigorous and high-quality experiences SJUSD will continue to see the opportunity gaps close. Foster Youth, English Learners, Socioeconomically Disadvantaged, and Homeless students will be more engaged with their educational program and decrease their suspension and chronic absenteeism rates overall. Finally, local climate survey indicators will determine an increase in student engagement and connectedness. This action will assist SJUSD in increasing student engagement and in improving behavior and attendance metrics.</p> <p>Providing this action item district-wide is critical to systematically addressing the opportunity gaps in SJUSD. Implementing the district's equity plan will benefit all students in closing opportunity gaps and helping all students reach their full potential.</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Students, Staff, and Parents/Guardians have expressed the need for more training on cultural proficiency and trauma informed approaches to support Unduplicated students and families.</p> <p><b>Scope:</b> LEA-wide</p>		
2.8	<p><b>Action:</b> Social Emotional Learning Curriculum</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following:</p>	<p>Purchasing SEL curriculum and implementing the curriculum at a tier 1 and 2 level will enable unduplicated students to increase their skills. This action will improve services for unduplicated students by providing students with foundational skills, as well as enable English Learners, Socioeconomically Disadvantaged students, Homeless students and Foster Youth students to</p>	<p>Behavior, Suspensions (Metric 2.3), SEL Student Survey (Schoolzilla, Panorama)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Upon examining the student survey for social emotional learning in core competencies there is room for growth. The three lowest scores on the SEL student survey for 3rd -5th grade are the following: Emotional Regulation (46%), Self-Efficacy (47%) and Growth Mindset (51%). For students in grades 6-12 the following are the lowest SEL competencies: Self Efficacy (40%), Social Perspective Taking (41%), and Growth Mindset (43%) (Spring 2024 Panorama Student Survey). According to the Fall 2023 student survey 66% of 3rd-5th</p>	<p>receive supplemental support. The SEL curriculum can also be provided as a tier 2 intervention that will assist in supporting the social, emotional and behavior of Unduplicated students.</p> <p>Social Emotional Learning competencies are the 21st century skills that students need to have. According to CASEL (2024) by improving student's SEL competencies students academics, behaviors, and social skills will improve. This action will assist SJUSD in increasing student engagement and in improving behavior and social emotional learning metrics for Unduplicated students.</p> <p>Providing this action district-wide enables SJUSD to continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional domain by providing all students with these important and life-long skills.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on student feedback Unduplicated students requested more access to social emotional learning and identified the importance of developing SEL skills. Students and Parents/Guardians have expressed the need for social emotional learning as well.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.9</b>	<p><b>Action:</b> Provide Social/Emotional Well-Being Support</p> <p><b>Need:</b></p>	Foster Youth, Homeless students, English Learners and Socioeconomically Disadvantaged students will have a variety of mental health services available to them provided by the educational therapists and school psychologist	Behavior, Student SEL Survey (Schoolzilla, Panorama)

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	<p>The specific need, conditions and circumstances for this action is based on the following:</p> <p>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Upon examining the student survey for social emotional learning in core competencies there is room for growth. The three lowest scores on the SEL student survey for 3rd -5th grade are the following: Emotional Regulation (46%), Self-Efficacy (47%) and Growth Mindset (51%). For students in grades 6-12 the following are the lowest SEL competencies: Self Efficacy (40%), Social Perspective Taking</p>	<p>which include and is not limited to individual counseling/therapy, small group interventions, school wide mental health prevention activities, as well as access to SJUSD's virtual wellness center which has community resources, coping strategies, and family resources available in the community that provide mental health services to students and their families.</p> <p>The services in this action are integral to the well-being and success of students within the school environment. By providing crucial mental health support and interventions, they address a wide range of issues such as anxiety, depression, trauma, and behavioral challenges, enabling unduplicated students to overcome obstacles that may hinder their academic achievement and social development. Beyond crisis intervention and individual counseling, these support providers contribute to the creation of a positive and inclusive school climate by fostering healthy coping mechanisms, promoting emotional resilience, and enhancing social skills. Their collaborative efforts with families and school staff ensure that unduplicated students receive comprehensive support tailored to their individual needs, ultimately contributing to a safer, more supportive, and nurturing learning environment where all students can thrive academically, socially, and emotionally.</p> <p>By addressing these specific student engagement needs through a Multi-Tiered System of Supports, English Learners, Foster Youth students, Homeless students, and Socioeconomically Disadvantaged students will be more engaged with their educational program and decrease their</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(41%), and Growth Mindset (43%) (Spring 2024 Panorama Student Survey). Students, Staff, and Parents/Guardians have expressed the need for social emotional well-being support. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San</p>	<p>chronic absenteeism rates, behavior, and increase their social emotional learning competencies.</p> <p>Providing this action district-wide enables SJUSD to continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional and behavior domains by providing all students with these important and life-long skills.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, foster youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated students identified social/emotional well-being as a barrier to learning.</p> <p><b>Scope:</b> LEA-wide</p>		
2.11	<b>Action:</b> Positive Culture/Climate and Safety	This action will increase and improve services for unduplicated students by establishing positive and inclusive school culture that promotes respect,	Behavior, Suspensions (Metric 2.3), Student



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	<p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorable. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -</p>	<p>empathy, and belonging for all students. These positions are dedicated to school safety and fostering a positive, inclusive culture which is important for ensuring physical safety, preventing bullying and harassment, supporting social and emotional well-being, fostering equity and inclusion, and building relationships and trust within the school community. This action will assist SJUSD in increasing student engagement and in improving behavior and the school climate metrics.</p> <p>Providing this action item district-wide ensures all students receive a consistent positive culture and climate that is safe and inclusive. This action will benefit all students across the district.</p>	<p>Climate Survey (Schoolzilla, Panorama)</p>

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	<p>118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard</p>		

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	<p>English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>SJUSD will fund this action to support unduplicated students in feeling safe, increase the sense of belonging, and to develop positive relationships with students, the Safety Officer, Campus Aides, Noon-Duty Aides, and Campus Security help increase school safety and ensure that there is a positive culture/climate on campus that nurtures and supports students. Many of our unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus, feeling safe on campus, and the importance of having a positive and inclusive culture/climate on campus.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.12</b>	<p><b>Action:</b> District Nurses</p> <p><b>Need:</b></p>	School nurses serve a critical role in ensuring the health and well-being of students within the school setting. With their specialized training in pediatric healthcare, they provide essential medical care, health education, and support services to students, addressing a wide range of health	Student Culture Climate Survey(Panorama)

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	<p>The specific need, conditions and circumstances for this action is based on the following:</p> <p>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. District Nurses help ensure that unduplicated student's medical needs are addressed and contribute to a positive culture/climate on campus that nurtures and supports students. Many of our unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus and the importance of having a positive and inclusive culture/climate on campus.</p>	<p>concerns from minor injuries and illnesses to chronic conditions and mental health issues. School nurses also play a vital role in promoting preventive care, conducting health screenings, administering medications, and managing emergencies, thereby safeguarding students' physical health and facilitating their academic success. Beyond immediate medical needs, school nurses improve services for unduplicated students by collaborating with families, educators, and healthcare providers to develop individualized health plans and support students' overall development and learning. By promoting a healthy and safe school environment, school nurses contribute to the holistic well-being of students, fostering a foundation for lifelong health and success.</p> <p>Based on the 2024 CA Dashboard English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, foster youth had a 7.3% suspension rate, and Homeless students</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	<p>had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>By providing district nurses this enables all students to have access to a nurse and health services. This district-wide action will benefit all students by promoting health and wellness.</p>	
2.14	<b>Action:</b> Public Information Officer  <b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English	This action will improve and increase services for SJUSD's unduplicated students by providing parents/families of unduplicated students more opportunities to engage with the educational system and receive the support and resources. Implementing a comprehensive parent/family engagement plan for Foster students, English Learners, and Socioeconomically Disadvantaged students is vital for enhancing academic achievement, supporting holistic development, building partnerships, promoting cultural understanding, empowering advocacy, and fostering equity and inclusion within the education system. By involving parents and families in their children's education, schools can improve academic outcomes, address social, emotional, and behavioral needs, establish support networks, foster cultural appreciation, empower advocacy efforts, and work towards creating a more equitable learning environment for all students. By ensuring there are multiple modes of	Parent/Family Survey(Panorama)

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	<p>Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> <p>Based on the 2024 CA Dashboard English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, foster youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. The Fall 2024 student survey 66% of</p>	<p>communication this action will assist SJUSD in increasing student engagement and in improving communication. This action will assist SJUSD in increasing student engagement and in improving parent/family metrics.</p> <p>This district-wide action item aims at increasing parent/guardian/family engagement and communication. By systemically implementing a communication plan all educational partners will benefit from this action.</p>	

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	<p>3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Parents/Guardians and staff have indicated the need to improve communication, strengthen the relationship and engagement with parents/families. This data demonstrates the need for this action.</p> <p><b>Scope:</b> LEA-wide</p>		
2.15	<p><b>Action:</b> Support Implementation of the Building Assets Reducing Risks (BARR)</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard).</p>	<p>The BARR program in high school can contribute significantly to unduplicated students' overall well-being, academic achievement, and future success, while also reducing the likelihood of engaging in risky behaviors. This program will increase and improve services for unduplicated students by providing another system of progress monitoring to ensure that students do not slip through the cracks and are progress monitored to get the support they need to be successful in 9th grade. This action will assist SJUSD in reaching goal 2.</p> <p>By offering a program that strengthens support for ninth graders, all students will benefit.</p>	9th grade failure rate, Aeries, Student Survey (panorama)



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	<p>According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences,</p>		

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	<p>homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally SJTI were in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, foster youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to the 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>9th grade unduplicated students have expressed the importance of receiving additional academic support.</p>		

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	<b>Scope:</b> Schoolwide		
<b>3.1</b>	<p><b>Action:</b> Coaching and Support for New Teachers</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores, English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard).</p>	<p>Priority 1 Basic Services (Conditions of Learning) Through mentoring, professional development, feedback, and support, NET coaches empower teachers to excel in their profession and make a positive impact on unduplicated student learning outcomes. This action will increase and improve services to unduplicated students because the NET TOSAs will provide additional training on high quality first instruction practices inclusive of strategies to support unduplicated students. This action will assist SJUSD in reaching goal 3 by ensuring basic services are provided to ensure conditions for learning are up to par.</p> <p>The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores and improved behavior incidents. This action will not only benefit Unduplicated students, but will also benefit all students across the district.</p>	Rate of teacher misassignment (Metric 3.1), ELA and Math scores (Metrics 1.2, 1.6), Behavior Incidents

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	<p>According to 2023 CA Dashboard English Learners and homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism</p>		

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	<p>(35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated Students and Parents/Guardians have expressed the need to provide additional training and support for teachers to help improve instructional practices and classroom behavior management. The data represents the need to structure and provide learning experiences that directly impact students' academic outcomes.</p>		

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	<b>Scope:</b> LEA-wide		
<b>3.2</b>	<p><b>Action:</b> Provide a District Librarian and Library Media Technicians.</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students</p>	<p>Priority 1 Basic Services (Conditions of Learning) This action helps SJUSD meet goal 3 and assists in providing standard-aligned curriculum and in fostering a positive learning environment that is conducive, promoting technology integration, and cultivating a culture of lifelong learning. This action improves services for unduplicated students by ensuring that unduplicated students have access to services provided by the library media technicians and district librarian.</p> <p>This action item is district-wide because all students will benefit by having access to library resources, materials, and media technology that foster literacy.</p>	Implementation of State Standards (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the</p>		



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	<p>red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action helps guides instruction for Unduplicated students to learn 21st-century content and skills.</p> <p><b>Scope:</b> LEA-wide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	<p><b>Action:</b> Provide 21st Century Learning Environments</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1%</p>	<p>Priority 1 Basic Services (Conditions of Learning) This action will improve services for unduplicated students because providing 21st century learning environments contributes to creating dynamic, student-centered learning environments that empower students to succeed academically, develop essential skills, and thrive in a rapidly changing world. During focus groups students requested the need for more 21st century learning environments. This action will help SJUSD meet goal 3 and meet the criteria for the Facilities in Good Repair Inspection.</p> <p>This action item is district-wide because all students will benefit from having 21st century learning environments.</p>	Facilities in good repair inspection (Metric 3.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will address the need of providing Unduplicated students with the equipment and materials they need to be successful and ensure there is a supportive learning environment.</p> <p><b>Scope:</b> LEA-wide</p>		
3.4	<p><b>Action:</b> Provide updated campus and safety features.</p>	<p>Providing updated campus and safety measures will increase and improve services for Unduplicated students by addressing</p>	<p>Facilities in good repair (Metric 3.3)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorably.</p> <p>The Spring 2025 Panorama Student survey asked 3rd-5th grade students about their perception of school safety, 53% of 3rd- 5th graders responded favorably and 51% of 6th-12th students responded favorably.</p> <p>SJUSD will fund this action to support students in feeling safe. During student focus groups students requested that more safety measures be placed on campus to create a safer environment. This action will provide thoughtful allocation of budgets and other resources to achieve desired education outcomes for Unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>environmental concerns that will in turn increase the feeling of safety to enable students to learn at optimal levels.</p> <p>This action will assist SJUSD in meeting California's Priority 1 Basic Services (Conditions of Learning) and in reaching goal 3.</p> <p>This action item is district-wide because it will benefit all students across the district in ensuring that all students feel safe and are in a conducive learning environment that will help students reach their full potential.</p>	
3.5	<p><b>Action:</b> Provide support to each school to allow for academic field trips</p> <p><b>Need:</b></p>	<p>This action will help SJUSD meet California's Priority 2: State Standards (Conditions of Learning) and reach goal 3. By incorporating field trips into educational programs, schools can provide unduplicated students with transformative learning experiences that broaden their horizons, deepen their understanding of academic subjects,</p>	<p>Student Self Reflection Tool, Course access (Metric 3.5)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The specific need, conditions and circumstances for this action is based on the following:</p> <p>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates</p>	<p>and prepare them for success in an increasingly complex and interconnected world. This will provide improved and increase services for unduplicated as these opportunities can increase engagement and improve student-staff relationships. This action will help SJUSD to reach goal 3.</p> <p>Providing field-trips district-wide will enable student groups who are not identified as unduplicated students the opportunity to participate in field-trips to help deepen their engagement and connection to school.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red</p>		



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated students expressed the importance of having access to hands on learning opportunities provided through field trips.</p> <p><b>Scope:</b> LEA-wide</p>		
3.6	<b>Action:</b> Music Opportunities	This action will enable Unduplicated students the opportunity to participate in music education which enhances cognitive development, academic	Aeries Student Information System - Aeries Analytics, student survey

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	<p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%.</p>	<p>achievement, cultural understanding, expressive skills, and creativity. This action also improves services for Unduplicated students increasing opportunities to increase protective factors by engaging in a positive activity. This goal will help SJUSD meet California's Priority 2: State Standards (Conditions of Learning) and reach goal 3.</p> <p>Providing music opportunities district-wide will enable student groups who are not identified as Unduplicated students the opportunity to participate in music opportunities to help increase their protective factors. This action item will benefit all students and provides a more flexible master schedule to increase more support for students.</p>	<p>(panorama), Course Access (Metric 3.5)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San</p>		

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	<p>Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will provide Unduplicated students access to a broad course of study and connect them to a positive activity to increase belonging.</p> <p><b>Scope:</b> LEA-wide</p>		
3.7	<b>Action:</b> Physical Education Opportunities	This action will enable Unduplicated students to have access to a broad course of study. Offering	Aeries Student Information System - Aeries Analytics,

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	<p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students</p>	<p>physical education in elementary schools provides numerous benefits for students' physical, mental, and social development. PE classes promote physical fitness, motor skills, teamwork, and lifelong health habits which will help improve and increase services for Unduplicated students. This action will help SJUSD reach goal 3. This action also enables elementary schools to develop a master schedule that is conducive to providing multi-tiered supports for unduplicated students who need additional support. This action will assist SJUSD in meeting California's Priority 2: State Standards (Conditions of Learning) and in reaching goal 3.</p> <p>Providing physical education at the elementary level district-wide will enable student groups who are not identified as Unduplicated students the opportunity to participate in physical education and health well-being activities. Additionally, this action item will benefit all students since offering PE can facilitate a more flexible master schedule for students.</p>	<p>student survey (panorama), Course Access (Metric 3.5)</p>

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	<p>had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also</p>		

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	<p>indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Offering PE courses to elementary Unduplicated students enables students to learn about the importance of developing healthy physical fitness routines and the importance of health and wellness.</p> <p><b>Scope:</b> LEA-wide</p>		
3.9	<p><b>Action:</b> Grow Our Own Program</p> <p><b>Need:</b></p>	This action item will increase and improve services for Unduplicated students because having teacher's aide greatly benefits students in several ways. Firstly, it provides additional support and	Student Survey (Panorama)



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	<p>The specific need, conditions and circumstances for this action is based on the following:</p> <p>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates</p>	<p>attention, allowing for more personalized learning experiences tailored to individual student needs. This ensures that struggling Unduplicated students receive the help they require to grasp concepts and excel academically. Moreover, with the aide's assistance, the classroom environment becomes more conducive to learning, as they can help manage behavior, facilitate group activities, and ensure a smooth flow of lessons. Additionally, the presence of a teacher's aide allows the primary teacher to focus more closely on instructional delivery, maximizing the effectiveness of lessons. Overall, the presence of a teacher's aide enhances the educational experience for students, fostering a supportive and conducive learning environment that promotes both academic and personal growth. This action helps improve conditions for learning.</p> <p>Providing Grow Our Own Teacher Aide's district-wide will not only benefit Unduplicated students, but will help all students feel more connected to their school.</p>	

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	<p>English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red</p>		

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	<p>for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>During student focus groups students and parent/family advisories it was requested to increase diversity of staff and the importance of seeing more teachers that are more representative of the student population. These positions will address the need of providing targeted support to Unduplicated students.</p> <p><b>Scope:</b></p>		

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	LEA-wide		
<b>3.10</b>	<p><b>Action:</b> Spanish Teachers</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English</p>	<p>This action will assist SJUSD in meeting goal 3 by providing Unduplicated students with access to a broad course of study. This action will increase and improve services to Unduplicated students by preparing students for success in a multicultural and multilingual society, equipping them with the skills, knowledge, and perspectives needed to thrive in a diverse world. This action will help SJUSD reach goal 3.</p> <p>This action item is offered district-wide because it will not only help Unduplicated students to be prepared for a multicultural and multilingual society but also help all students be prepared for a multilingual society.</p>	Aeries Student Information System - Aeries Analytics, student survey (panorama), Course Assess (Metric 3.5)

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	<p>Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were-133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for</p>		

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	<p>chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will provide Unduplicated students access to a broad course of study and connect them to a positive activity to increase belonging.</p>		

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	<b>Scope:</b> LEA-wide		
<b>3.11</b>	<p><b>Action:</b> Provide Support to the Alder Program</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red</p>	<p>Priority 1 Basic Services (Conditions of Learning) Through collaborating with the Alder Program, Unduplicated students will have access to student teachers who are trained in culturally relevant practices to help support students in meeting or exceeding grade level standards. This action will also assist SJUSD in ensuring that all of our teachers assigned appropriately. This action will also help ensure conditions for learning are up to par. The district expects to see improved student achievement in English Language Arts and Math as measured by CAASSPP scores and improved . This action will not only benefit Unduplicated students, but will also benefit all students across the district.</p>	Rate of teacher misassignment (Metric 3.1), ELA and Math scores (Metrics 1.2,



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated Students and Parents/Guardians have expressed the importance of having teachers that represent our community, as well as the need to provide training and support for teachers to help improve instructional practices and classroom behavior management. The data represents the need to structure and provide learning experiences that directly impact students' academic outcomes.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>3.12</b>	<p><b>Action:</b> Expansion of Inclusive Preschool Access for Community and Staff</p> <p><b>Need:</b> Based on the 2024 CA Dashboard for English Language scores, English Learners were -86.3 points below the standard, Foster Youth were -118.3 points below the standard, Homeless students were -97.6 points below the standard, and Socioeconomically Disadvantaged students were -61.5 points below the standard. Upon examining the Standards for Math according to the 2024 CA Dashboard English Learners were -121.8 points below the standard, Foster Youth were -133.1 points below the standard, Homeless students were -141.2 points below the standard, and Socioeconomically Disadvantaged students were -103.8 points below the standard. English Learners had a 18.6% rate for chronic absences, Long-Term English Learners had a 22.9% chronic absenteeism rate, Foster Youth had a 22.5% rate for chronic absences, Homeless students had a 41.5% rate for chronic absences and Socioeconomically Disadvantaged students had a 25.5% chronic absentee rate. Additionally, SJTI was in the red performance level for chronic absenteeism (35.5%). The following student groups at San Jacinto Technology Institute scored in the red for chronic absenteeism: English Learners (25%) and Socioeconomically Disadvantaged</p>	<p>This action will positively impact Unduplicated students by increasing access to preschool in ways that address both immediate and long-term needs. By creating additional preschool capacity for families who do not qualify for subsidized programs, the district can preserve existing public preschool slots for low-income, English Learner, and Foster Youth families. Additionally, offering a preschool option for district staff—many of whom are parents of Unduplicated students—supports staff retention and attendance, which in turn promotes instructional stability for students. The expanded program fosters inclusive, high-quality early learning environments that reflect the community’s diversity and provide early academic and social-emotional development opportunities for all children, helping Unduplicated students enter kindergarten better prepared and more likely to succeed.</p>	Retention rates, parent/family survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students (37.5%). Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Long-Term English Learners had a 6.7% suspension rate, Foster Youth had a 7.3% suspension rate, and Homeless students had a 6.3% suspension rate (CA Dashboard 2024). Homeless students at Monte Vista Middle School identified in the red (lowest performance level for suspensions) with a 13.7%. According to 2024 CA Dashboard English Learners had a disproportionate graduation rate of 85.3%, Foster Youth had a 82.4% graduation rate, and Homeless students had a 82.5% graduation rate which demonstrates a need for this action. The Fall 2024 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 34% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Feedback from educational partners, including parents and school staff, identified a lack of preschool options for middle-income families and for district staff as a barrier to early learning access and staff retention. Parents expressed a need for early learning opportunities that prepare children for kindergarten readiness regardless of income status. Teachers and staff emphasized that an on-site preschool would support staff stability, attendance, and long-term retention, particularly among early educators and classified staff with young children.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.6</b>	<p><b>Action:</b> Supplemental Resources to Support English Learners</p> <p><b>Need:</b> According to the 2023 California School Dashboard, 51.2% of English Learners are making progress toward English proficiency, 32.4% maintained the current level and 16.9% decreased at least one performance level. Additionally, when compared to their English only or Reclassified peers, the District's current English Learners scored significantly lower on the English Language Arts assessment at -114.3 points below standard. Lastly, while the District has seen an increase in the number and percentage of English Learners reclassifying over the past three years, there are currently 348 Long Term English Learners (LTEL) and 279 At Risk Long Term English Learners (ARLTEL), which is</p>	By providing supplemental staff, the District is able to address the unique needs of our English Learners that other funding sources are not able to provide. This action will increase and improve services for English Learners by providing students with foundational literacy skills and provide students differentiation. Teachers and staff will receive with additional support and professional development on how to best support English Learner. Ultimately this action will assist in improving metrics for English Learners and ensuring that SJUSD reach Goal 1.	English Learner Progress Indicator (ELPI) -(Metric- 1.12) Reclassification Rates- (Metric 1.13)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>approximately 35% of our total English Learners.</p> <p>Based on the 2024 California School Dashboard, 43.7% of English Learners are making progress toward English proficiency, 32.1% maintained the current level and 23.8% decreased at least one performance level. Additionally, when compared to their English only or Reclassified peers, the District's current English Learners scored -86.3 points distance from the standard on the California English Language Arts assessment. 264 students out of 1902 reclassified for the 2022-23 school year, which is a 13.8% reclassification rate.</p> <p>During engagement meetings parents/guardians requested additional support and programs for ELL.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
2.3	<p><b>Action:</b> Provide Additional Support for Foster Youth/McKinney Vento students</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the the 2023 CA Dashboard at data for Foster Youth students, they scored -84.4 points below the standard English Language</p>	<p>By providing a district Foster Youth School Counselor and family/community liaison foster youth students will have the opportunity to receive targeted and intensive support/interventions, case management, and coordination of services to ensure that barriers that prevent students from reaching their full potential are being addressed.</p> <p>The needs, conditions, and circumstances of foster youth, including trauma, instability, educational disruptions, emotional and behavioral</p>	<p>Chronic Absenteeism (Metric 2.9), behavior incidents, graduation rates (Metric 2.8)- (Schoolzilla, Panorama, CA Dashboard)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Arts and -141.1 points below the standard for math. Foster Youth had a 36.3% rate for chronic absences, a 7.8% suspension rate, and a 91.7% graduation rate. Homeless students scored -89.4 points below the standard for English Language Arts and 129 points below the standard for math. Homeless students had a 63.6% chronic absenteeism rate, a 5.9% suspension rate, and 79.4% graduation rate.</p> <p>According the 2024 California Dashboard Foster Youth students had at 22.5% rate for chronic absenteeism, as well as scored -118.3 points below the grade level standard on the Statewide Assessment for English Language Arts, and -133.1 points below the grade level standard on the Statewide Assessment for Math, a 7.3% suspension rate, 82.4% graduation rate. In many cases Foster Youth have experienced trauma that can impact attendance, behavior and achievement. Often there are many resources available to foster students, but students and their families are unaware of how to access the resources. This student group often needs case management services to help ensure they are getting the supports they need. SJUSD Foster Youth students have expressed the importance of having a caring adult to provide additional support.</p> <p><b>Scope:</b></p>	<p>challenges, navigating the foster care system, and transitioning to adulthood, justify the need for this action. A designated foster youth school counselor and family/community liaison will help provide foster students with the necessary support and resources to succeed academically, socially, and emotionally. This action will help SJUSD reach the goal of increasing student engagement and improving attendance, behavior, and social/emotional outcomes for unduplicated students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.8	<p><b>Action:</b> Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the the 2023 CA Dashboard at data for Foster Youth students, they scored -84.4 points below the standard English Language Arts and -141.1 points below the standard for math. Foster Youth had a 36.3% rate for chronic absences, a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and a 91.7% graduation rate. Homeless students scored -89.4 points below the standard for English Language Arts and 129 points below the standard for math. Homeless students had a 63.6% chronic absenteeism rate, a 5.9% suspension rate, and 79.4% graduation rate.</p> <p>According the 2024 California Dashboard Foster Youth students had at 22.5% rate for chronic absenteeism, as well as scored -118.3 points below the grade level standard on the Statewide Assessment for English Language Arts, and -133.1 points below the grade level standard on the Statewide Assessment for Math, a 7.3% suspension rate, and 82.4% graduation rate.</p> <p>Homeless students and Foster Youth students requested access to more field trips and enjoy</p>	<p>Access to school field trips, school supplies, and enrichment activities provides invaluable benefits to Foster Youth and Homeless students. This action improves and increases services to Foster Youth and Homeless students by providing these opportunities students are able to have a sense of normalcy and belonging, allowing them to engage in experiences that their peers may take for granted. Field trips expose students to new environments, cultures, and experiences, broadening their horizons and stimulating their curiosity. School supplies ensure Homeless students and Foster Youth have the tools necessary for academic success, boosting their confidence and sense of preparedness. Enrichment activities and programs offer outlets for self-expression, social interaction, and skill development, fostering a sense of identity and belonging within the school community. Overall, these resources play a crucial role in mitigating the challenges these students face, empowering them to thrive academically, socially, and emotionally. This action will help SJUSD reach goal 3 and improve conditions for learning.</p>	<p>Student Survey (Panorama), Course Access (Metric 3.5)</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the enrichment activities that are offered by the district.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All schools in SJUSD have an Unduplicated Pupil Percentage above 55%, therefore these actions are being deployed to all schools in the district. The additional concentration grant add-on funding was used to increase the number of staff providing direct services to students at schools with a high concentration of Foster Youth, English Learners, and Socioeconomically Disadvantaged include the following positions: Resident Guest Teachers (Goal 1, Action Number 1.10), SJLA, Hyatt WLA, and SJTI FTEs (Goal 1, Action Number 1.5), Campus Security at secondary level (Goal 2, Action Item 2.11), Noon Duty/Crossing Guards (Goal 2, Action Item 2.11).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	19.91:1

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15.92:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$108,422,638.00	\$44,203,325.00	40.769%	0.781%	41.550%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$46,550,638.00	\$5,206,029.00	\$0.00	\$687,021.00	\$52,443,688.00	\$47,202,862.00	\$5,240,826.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental materials and resources (For 2025-26 this action will be removed)							\$0.00	\$0.00	\$0.00				\$0.00	
1	1.2	Supplemental Educational Technology Software Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$376,542.00	\$376,542.00				\$376,542.00	
1	1.3	Supplemental Programs and Staff to Improve College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$564,747.00	\$396,516.00	\$961,263.00				\$961,263.00	
1	1.4	Career Technical Education Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,294,456.00	\$460,577.00	\$1,508,396.00			\$246,637.00	\$1,755,033.00	
1	1.5	Non-traditional Educational Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Edward Hyatt World Language Academy San Jacinto Leadership Academy San Jacinto Technology Institute San Jacinto Middle College	Ongoing	\$11,484,516.00	\$0.00	\$11,484,516.00				\$11,484,516.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School									
1	1.6	Supplemental Resources to Support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$1,144,099.00	\$333,030.00	\$1,253,334.00			\$223,795.00	\$1,477,129.00	
1	1.7	Curriculum Teachers on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$656,766.00	\$0.00	\$656,766.00				\$656,766.00	
1	1.8	Special Education Teachers on Special Assignment (TOSA)	Students with Disabilities	No			All Schools	ongoing	\$340,117.00	\$0.00		\$340,117.00			\$340,117.00	
1	1.9	Professional Growth Opportunities Through Specialized Conferences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$354,390.00	\$354,390.00				\$354,390.00	
1	1.10	Support Job Embedded Professional development Rotations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,731,537.00	\$4,900.00	\$1,736,437.00				\$1,736,437.00	
1	1.11	Extra Duty to Support Professional Growth Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$213,210.00	\$73,800.00	\$287,010.00				\$287,010.00	
1	1.12	Assessment and Data Analysis Support and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,064,043.00	\$608,614.00	\$1,672,657.00				\$1,672,657.00	
1	1.13	Foundational Literacy Support, Including Dyslexia	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,529,804.00	\$289,879.00	\$1,819,683.00				\$1,819,683.00	
1	1.14	Intervention and Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$180,331.00	\$0.00	\$180,331.00				\$180,331.00	
1	1.15	Additional Leadership Coaching and Support (For 2025-26 this action will be removed)							\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.16	Evidence Based Strategies for Designated Student Groups in the Red	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
2	2.1	Implement a Multi-Tiered Attendance Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$592,754.00	\$183,766.00	\$776,520.00				\$776,520.00	
2	2.2	Implement a Comprehensive School Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,268,528.00	\$0.00	\$3,268,528.00				\$3,268,528.00	
2	2.3	Provide Additional Support for Foster Youth/McKinney Vento students	Foster Youth, Homeless	No			All Schools	ongoing	\$216,589.00	\$0.00				\$216,589.00	\$216,589.00	
2	2.4	Implement Tiered Behavior and SEL Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,330,422.00	\$30,000.00	\$1,360,422.00				\$1,360,422.00	
2	2.5	Implement a Comprehensive Parent/Family Engagement Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,843,536.00	\$31,500.00	\$1,875,036.00				\$1,875,036.00	
2	2.6	Deans and Elementary Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,900,510.00	\$0.00	\$1,900,510.00				\$1,900,510.00	
2	2.7	Implement Equity Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$354,576.00	\$39,500.00	\$394,076.00				\$394,076.00	
2	2.8	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$31,690.00	\$31,690.00				\$31,690.00	
2	2.9	Provide Social/Emotional Well-Being Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,507,149.00	\$0.00	\$1,199,812.00	\$2,307,337.00			\$3,507,149.00	
2	2.10	Student Enrichment Activities	African American Students, Native Students, Latino Students	No			All Schools	ongoing	\$0.00	\$90,000.00		\$90,000.00			\$90,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Positive Culture/Climate and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,961,624.00	\$8,000.00	\$4,969,624.00				\$4,969,624.00	
2	2.12	District Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$871,387.00	\$0.00	\$871,387.00				\$871,387.00	
2	2.13	Activities to promote inclusivity of SWD	Students with Disabilities	No			All Schools	ongoing	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
2	2.14	Public Information Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$208,450.00	\$0.00	\$208,450.00				\$208,450.00	
2	2.15	Support Implementation of the Building Assets Reducing Risks (BARR)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$361,713.00	\$41,150.00	\$402,863.00				\$402,863.00	
3	3.1	Coaching and Support for New Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$663,562.00	\$0.00	\$663,562.00				\$663,562.00	
3	3.2	Provide a District Librarian and Library Media Technicians.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,383,466.00	\$0.00	\$1,383,466.00				\$1,383,466.00	
3	3.3	Provide 21st Century Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$315,000.00	\$315,000.00				\$315,000.00	
3	3.4	Provide updated campus and safety features.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$463,078.00	\$463,078.00				\$463,078.00	
3	3.5	Provide support to each school to allow for academic field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$340,000.00	\$340,000.00				\$340,000.00	
3	3.6	Music Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$1,247,343.00	\$80,000.00	\$1,327,343.00				\$1,327,343.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.7	Physical Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,131,827.00	\$123,125.00	\$1,254,952.00				\$1,254,952.00	
3	3.8	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
3	3.9	Grow Our Own Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$116,116.00	\$0.00	\$116,116.00				\$116,116.00	
3	3.10	Spanish Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$794,533.00	\$0.00	\$794,533.00				\$794,533.00	
3	3.11	Provide Support to the Alder Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$135,000.00	\$0.00	\$135,000.00				\$135,000.00	
3	3.12	Expansion of Inclusive Preschool Access for Community and Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$142,345.00	\$0.00	\$142,345.00				\$142,345.00	
4	4.1	Film/Media CTE Courses	All	No			Specific Schools: Mountain View High School	ongoing	\$56,706.00	\$0.00		\$56,706.00			\$56,706.00	
4	4.2	Supplies for CTE Course	All	No			Specific Schools: Mountain View High School	ongoing	\$0.00	\$4,817.00		\$4,817.00			\$4,817.00	
4	4.3	Registered Pre-Apprenticeship	All	No			Specific Schools: Mountain View High School	ongoing	\$0.00	\$9,389.00		\$9,389.00			\$9,389.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Licensed Vocational Nurse	All	No			Specific Schools: Mountain View High School	ongoing	\$137,155.00	\$0.00		\$137,155.00			\$137,155.00	
4	4.5	Grow Our Own Teacher's Aide	All	No			Specific Schools: Mountain View High School	ongoing	\$20,427.00	\$0.00		\$20,427.00			\$20,427.00	
4	4.6	5 Star Students	All	No			Specific Schools: Mountain View High School	ongoing	\$0.00	\$7,100.00		\$7,100.00			\$7,100.00	
5	5.1	Provide a Film/Media Career Technical Education Courses/Pathway	All	No			Specific Schools: Mountain Heights Academy	ongoing	\$56,707.00	\$0.00		\$56,707.00			\$56,707.00	
5	5.2	Supplies for the Film/Media CTE Pathway	All	No			Specific Schools: Mountain Heights Academy	ongoing	\$0.00	\$59,650.00		\$59,650.00			\$59,650.00	
5	5.3	Registered Pre-Apprenticeship	All	No			Specific Schools: Mountain Heights Academy	ongoing	\$0.00	\$64,223.00		\$64,223.00			\$64,223.00	
5	5.4	Extra Duty for Staff	All	No			Specific Schools: Mountain Heights Academy	ongoing	\$613.00	\$0.00		\$613.00			\$613.00	
6	6.1	Ed. Tech TOSA	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$125,534.00	\$0.00		\$125,534.00			\$125,534.00	
6	6.2	Fund a Corwin Consultant	All	No			Specific Schools: San	ongoing	\$0.00	\$60,000.00		\$60,000.00			\$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Jacinto Technology Institute									
6	6.3	Supplemental Support and Resources	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$0.00	\$45,090.00		\$45,090.00			\$45,090.00	
6	6.4	Fund an Additional Instructional Aide	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$49,693.00	\$0.00		\$49,693.00			\$49,693.00	
6	6.5	On Site Daily Guest Teacher	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$49,665.00	\$0.00		\$49,665.00			\$49,665.00	
6	6.6	Expanding Tutoring Support	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$6,144.00	\$0.00		\$6,144.00			\$6,144.00	
7	7.1	Deep Dive into Standards within a Nested Data System (This action is removed for the 2025-26 school year)							\$0.00	\$0.00		\$0.00			\$0.00	
7	7.2	AVID Professional Learning By Content (This action is removed for the 2025-26 school year)							\$0.00	\$0.00		\$0.00			\$0.00	
7	7.3	MTSS (Multi-Tiered System of Supports) TOSA (This action is removed for the 2025-26 school year)							\$0.00	\$0.00		\$0.00			\$0.00	
7	7.4	CTE teacher for robotics/Maker Space	All	No			Specific Schools: Monte	1 year	\$134,035.00	\$0.00		\$134,035.00			\$134,035.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Vista Middle School									
7	7.5	Learning Support TOSA	All	No			Specific Schools: Monte Vista Middle School	1 year	\$148,790.00	\$0.00		\$148,790.00			\$148,790.00	
7	7.6	Fund a Digital Media Arts Teacher	All Monte Vista Middle School	No				1 year	\$81,485.00	\$0.00		\$81,485.00			\$81,485.00	
8	8.1	MTSS (Multi-Tiered System of Support) TOSA	All	No			Specific Schools: North Mountain Middle School	2 years	\$142,513.00	\$0.00		\$142,513.00			\$142,513.00	
8	8.2	Learning Support TOSA	All	No			Specific Schools: North Mountain Middle School	2 years	\$175,438.00	\$0.00		\$175,438.00			\$175,438.00	
8	8.3	Bilingual Aide	Newcomers	No			Specific Schools: North Mountain Middle School	2 years	\$20,426.00	\$0.00		\$20,426.00			\$20,426.00	
8	8.4	Fund an additional section for 8th grade ELA	All	No			Specific Schools: North Mountain Middle School 8th grade	2 years	\$35,241.00	\$0.00		\$35,241.00			\$35,241.00	
8	8.5	Fund two sections of 7th Grade Success Class	All	No			Specific Schools: North Mountain Middle School 7th grade	2 years	\$18,407.00	\$0.00		\$18,407.00			\$18,407.00	
9	9.1	Learning Support TOSA focused on Academics	All	No			Specific Schools: San	2 years	\$170,713.00	\$0.00		\$170,713.00			\$170,713.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Jacinto Elementary									
9	9.2	Provide social/emotional learning and behavior support	All	No			Specific Schools: San Jacinto Elementary	2 years	\$0.00	\$145,500.00		\$145,500.00			\$145,500.00	
9	9.3	Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support	All	No			Specific Schools: San Jacinto Elementary	2 years	\$170,713.00	\$0.00		\$170,713.00			\$170,713.00	
9	9.4	Provide a Campus Aide who will provide behavior and SEL support	All	No			Specific Schools: San Jacinto Elementary School	2 years	\$46,163.00	\$0.00		\$46,163.00			\$46,163.00	
9	9.5	Provide a Bilingual Instructional Aide	All	No			Specific Schools: San Jacinto Elementary School	2 years	\$44,737.00	\$0.00		\$44,737.00			\$44,737.00	
9	9.6	Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement	All	No			Specific Schools: San Jacinto Elementary	2 years	\$46,165.00	\$0.00		\$46,165.00			\$46,165.00	
10	10.1	Learning Support TOSA	All	No			Specific Schools: Park Hill Elementary School	3 years	\$162,188.00	\$0.00		\$162,188.00			\$162,188.00	
10	10.2	Campus Aide for MTSS Support	All	No			Specific Schools: Park Hill Elementary School	3 years	\$35,294.00	\$0.00		\$35,294.00			\$35,294.00	
10	10.3	Instructional Aide for SEL and Academic Support	All	No			Specific Schools: Park Hill Elementary	3 years	\$32,854.00	\$0.00		\$32,854.00			\$32,854.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry School									
10	10.4	MTSS Infrastructure & Tools	All	No			Specific Schools: Park Hill Elementary School 5th grade	1 year	\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$108,422,638.00	\$44,203,325.00	40.769%	0.781%	41.550%	\$46,550,638.00	0.000%	42.934 %	<b>Total:</b>	\$46,550,638.00
								<b>LEA-wide Total:</b>	\$33,369,925.00
								<b>Limited Total:</b>	\$1,293,334.00
								<b>Schoolwide Total:</b>	\$11,887,379.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental Educational Technology Software Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,542.00	
1	1.3	Supplemental Programs and Staff to Improve College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$961,263.00	
1	1.4	Career Technical Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,508,396.00	
1	1.5	Non-traditional Educational Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward Hyatt World Language Academy San Jacinto Leadership Academy San Jacinto Technology Institute San Jacinto Middle	\$11,484,516.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						College High School		
1	1.6	Supplemental Resources to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,253,334.00	
1	1.7	Curriculum Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$656,766.00	
1	1.9	Professional Growth Opportunities Through Specialized Conferences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$354,390.00	
1	1.10	Support Job Embedded Professional development Rotations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,736,437.00	
1	1.11	Extra Duty to Support Professional Growth Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$287,010.00	
1	1.12	Assessment and Data Analysis Support and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,672,657.00	
1	1.13	Foundational Literacy Support, Including Dyslexia	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,819,683.00	
1	1.14	Intervention and Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,331.00	
1	1.16	Evidence Based Strategies for Designated Student Groups in the Red	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.1	Implement a Multi-Tiered Attendance Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$776,520.00	
2	2.2	Implement a Comprehensive School Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,268,528.00	
2	2.4	Implement Tiered Behavior and SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,360,422.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Implement a Comprehensive Parent/Family Engagement Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,875,036.00	
2	2.6	Deans and Elementary Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,900,510.00	
2	2.7	Implement Equity Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$394,076.00	
2	2.8	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,690.00	
2	2.9	Provide Social/Emotional Well-Being Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,199,812.00	
2	2.11	Positive Culture/Climate and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,969,624.00	
2	2.12	District Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$871,387.00	
2	2.14	Public Information Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,450.00	
2	2.15	Support Implementation of the Building Assets Reducing Risks (BARR)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$402,863.00	
3	3.1	Coaching and Support for New Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$663,562.00	
3	3.2	Provide a District Librarian and Library Media Technicians.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,383,466.00	
3	3.3	Provide 21st Century Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,000.00	
3	3.4	Provide updated campus and safety features.	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$463,078.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.5	Provide support to each school to allow for academic field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$340,000.00	
3	3.6	Music Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,327,343.00	
3	3.7	Physical Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,254,952.00	
3	3.8	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$40,000.00	
3	3.9	Grow Our Own Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,116.00	
3	3.10	Spanish Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$794,533.00	
3	3.11	Provide Support to the Alder Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	
3	3.12	Expansion of Inclusive Preschool Access for Community and Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,345.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$53,432,589.00	\$49,373,262.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental materials and resources	Yes	\$525,000.00	354,805.50
1	1.2	Supplemental Educational Technology Software Licenses	Yes	\$814,982.00	381,795.17
1	1.3	Supplemental Programs and Staff to improve college and career readiness	Yes	\$1,226,296.00	978,252.71
1	1.4	Career Technical Education Programs	Yes	\$2,022,421.00	1,745,187.66
1	1.5	Non-traditional Educational Opportunities	Yes	\$11,863,549.00	11,411,646.90
1	1.6	Supplemental resources to support English Learners	Yes	\$1,152,967.00	1,072,737.59
1	1.7	Curriculum Teachers on Special Assignment (TOSA)	Yes	\$690,656.00	636,882.72
1	1.8	Special Education Teachers on Special Assignment (TOSA)	No	\$347,472.00	339,543.85
1	1.9	Professional growth opportunities through specialized conferences	Yes	\$325,000.00	149,363.20
1	1.10	Support job embedded professional development rotations	Yes	\$2,814,560.00	2,401,208.11
1	1.11	Extra duty to support professional growth activities	Yes	\$720,000.00	424,800.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Assessment and Data Analysis Support and Resources	Yes	\$2,071,239.00	2,839,031.43
1	1.13	Foundational literacy support, including dyslexia	Yes	\$450,000.00	31,505.06
1	1.14	Intervention and credit recovery	Yes	\$407,538.00	244,427.44
1	1.15	Additional Leadership Coaching and Support	No	\$172,000.00	139,000.00
1	1.16	Evidence based strategies for designated student groups in the red	Yes	\$100,000.00	0.00
2	2.1	Implement a Multi-Tiered Attendance Plan	Yes	\$916,538.00	731,602.00
2	2.2	Implement a Comprehensive School Counseling Program	Yes	\$2,914,226.00	2,925,659.20
2	2.3	Provide Additional Support for Foster Youth/McKinney Vento students	No	\$178,923.00	209,061.69
2	2.4	Implement PBIS and Provide Tiered Behavior Supports	Yes	\$1,001,470.00	1,006,443.30
2	2.5	Implement a Comprehensive Parent/Family Engagement Plan	Yes	\$1,958,143.00	1,774,881.17
2	2.6	Deans and Elementary Assistant Principals	Yes	\$1,798,377.00	1,246,705.74
2	2.7	Implement Equity Plan	Yes	\$482,863.00	443,797.19
2	2.8	Social Emotional Learning Curriculum	Yes	\$63,609.00	65,053.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Provide Social/Emotional Well-Being Support	Yes	\$3,701,287.00	3,459,807.34
2	2.10	African American Student Enrichment Activities	No	\$51,000.00	27,005.47
2	2.11	Positive Culture/Climate and Safety	Yes	\$4,846,020.00	4,420,104.90
2	2.12	District Nurses	Yes	\$852,575.00	845,864.86
2	2.13	Activities to promote inclusivity of SWD	No	\$58,000.00	170.00
2	2.14	Public Information Officer	Yes	\$199,884.00	196,832.49
2	2.15	Support Implementation of the Building Assets Reducing Risks (BARR)	Yes	\$312,259.00	394,710.52
3	3.1	Coaching and Support for New Teachers	Yes	\$670,925.00	644,714.00
3	3.2	Provide a District Librarian and Library Media Technicians.	Yes	\$1,240,624.00	1,250,820.00
3	3.3	Provide 21st Century Learning Environments	Yes	\$395,000.00	521,623.00
3	3.4	Provide updated campus and safety features.	Yes	\$630,000.00	762,654.00
3	3.5	Provide support to each school to allow for academic field trips	Yes	\$395,000.00	269,506.00
3	3.6	Music Opportunities	Yes	\$1,095,731.00	1,077,849.00
3	3.7	Physical Education Opportunities	Yes	\$1,098,985.00	1,161,938.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	Yes	\$40,000.00	46,417.00
3	3.9	Grow Our Own Program	Yes	\$85,171.00	122,154.00
3	3.10	Spanish Teachers	Yes	\$833,235.00	871,000.00
4	4.1	Film/Media CTE Courses	No	\$51,730.00	53,116.02
4	4.2	Supplies for CTE Course	No	\$4,817.00	14,914.39
4	4.3	Registered Pre-Apprenticeship	No	\$9,389.00	0.00
4	4.4	Licensed Vocational Nurse	No	\$94,493.00	122,330.59
5	5.1	Provide a Film/Media Career Technical Education Courses/Pathway	No	\$51,729.00	53,407.09
5	5.2	Supplies for the Film/Media CTE Pathway	No	\$59,650.00	20,057.31
5	5.3	Registered Pre-Apprenticeship	No	\$64,223.00	0.00
6	6.1	Ed. Tech TOSA	No	\$153,968.00	127,284.47
6	6.2	Fund a Corwin Consultant	No	\$16,390.00	57,500.00
6	6.3	Supplemental Support and Resources	No	\$50,252.00	27,615.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.1	Deep Dive into Standards within a Nested Data System	No	\$236,402.00	9,558.00
7	7.2	AVID Professional Learning By Content	No	\$24,985.00	0.00
7	7.3	MTSS (Multi-Tiered System of Supports) TOSA	No	\$123,491.00	170,426.00
7	7.4	CTE teacher for robotics/Maker Space	No	\$130,304.00	291,311.00
7	7.5	Learning Support TOSA	No	\$175,141.00	148,790.00
8	8.1	MTSS (Multi-Tiered System of Support) TOSA	No	\$137,327.00	138,552.00
8	8.2	Learning Support TOSA	No	\$175,141.00	175,142.00
8	8.3	Bilingual Aide	No	\$32,784.00	25470.35
9	9.1	Provide a MTSS Specialist (3 years)	No	\$165,848.00	165,725.00
9	9.2	Provide social/emotional learning and behavior support	No	\$151,000.00	145,500.00



# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
42,986,782	\$48,072,446.00	\$42,149,579.25	\$5,922,866.75	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental materials and resources	Yes	\$525,000.00	354,805.50		
1	1.2	Supplemental Educational Technology Software Licenses	Yes	\$814,982.00	381,795.17		
1	1.3	Supplemental Programs and Staff to improve college and career readiness	Yes	\$1,226,296.00	978,252.71		
1	1.4	Career Technical Education Programs	Yes	\$1,776,406.00	1,527,517.67		
1	1.5	Non-traditional Educational Opportunities	Yes	\$11,863,549.00	9,323,095.04		
1	1.6	Supplemental resources to support English Learners	Yes	\$925,340.00	849,327.89		
1	1.7	Curriculum Teachers on Special Assignment (TOSA)	Yes	\$690,656.00	636,882.72		
1	1.9	Professional growth opportunities through specialized conferences	Yes	\$325,000.00	149,363.20		
1	1.10	Support job embedded professional development rotations	Yes	\$2,814,560.00	2,401,208.11		
1	1.11	Extra duty to support professional growth activities	Yes	\$720,000.00	424,800.00		
1	1.12	Assessment and Data Analysis Support and Resources	Yes	\$2,071,239.00	2,839,031.43		
1	1.13	Foundational literacy support, including dyslexia	Yes	\$450,000.00	31,505.06		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Intervention and credit recovery	Yes	\$407,538.00	244,427.44		
1	1.16	Evidence based strategies for designated student groups in the red	Yes	\$100,000.00	0.00		
2	2.1	Implement a Multi-Tiered Attendance Plan	Yes	\$916,538.00	731,602.00		
2	2.2	Implement a Comprehensive School Counseling Program	Yes	\$2,914,226.00	2,925,659.20		
2	2.4	Implement PBIS and Provide Tiered Behavior Supports	Yes	\$1,001,470.00	1,006,443.30		
2	2.5	Implement a Comprehensive Parent/Family Engagement Plan	Yes	\$1,958,143.00	1,774,881.17		
2	2.6	Deans and Elementary Assistant Principals	Yes	\$1,798,377.00	1,246,705.74		
2	2.7	Implement Equity Plan	Yes	\$482,863.00	433,797.19		
2	2.8	Social Emotional Learning Curriculum	Yes	\$63,609.00	65,053.60		
2	2.9	Provide Social/Emotional Well-Being Support	Yes	\$1,531,245.00	1,237,237.34		
2	2.11	Positive Culture/Climate and Safety	Yes	\$4,846,020.00	4,420,104.90		
2	2.12	District Nurses	Yes	\$852,575.00	845,864.86		
2	2.14	Public Information Officer	Yes	\$199,884.00	196,832.49		
2	2.15	Support Implementation of the Building Assets Reducing Risks (BARR)	Yes	\$312,259.00	394,710.52		
3	3.1	Coaching and Support for New Teachers	Yes	\$670,925.00	644,714.00		
3	3.2	Provide a District Librarian and Library Media Technicians.	Yes	\$1,240,624.00	1,250,820.00		
3	3.3	Provide 21st Century Learning Environments	Yes	\$395,000.00	521,623.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Provide updated campus and safety features.	Yes	\$630,000.00	762,654.00		
3	3.5	Provide support to each school to allow for academic field trips	Yes	\$395,000.00	269,506.00		
3	3.6	Music Opportunities	Yes	\$1,095,731.00	1,077,849.00		
3	3.7	Physical Education Opportunities	Yes	\$1,098,985.00	1,161,938.00		
3	3.8	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	Yes	\$40,000.00	46,417.00		
3	3.9	Grow Our Own Program	Yes	\$85,171.00	122,154.00		
3	3.10	Spanish Teachers	Yes	\$833,235.00	871,000.00		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
107,163,437	42,986,782	0.00%	40.113%	\$42,149,579.25	0.000%	39.332%	\$837,202.75	0.781%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## ***Purpose***

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## **Requirements and Instructions**

### **General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### **Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.



*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

**Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

***Purpose***

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

**Requirements**

***Requirements***

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.



Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

#### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

### Action #

- Enter the action number.

### Title

- Provide a short title for the action. This title will also appear in the action tables.

### Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

### Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.



**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### ***Purpose***

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

***Requirements and Instructions***

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

#### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

#### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### **Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:



- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## ***Total Planned Expenditures Table***

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## ***Annual Update Table***

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## ***Contributing Actions Annual Update Table***

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## ***Calculations in the Action Tables***

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### **Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2024